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## ABSTRACT

This monograph contains the proceedings of the Flagship Conference of the Association for Counselor Education and Supervision (ACES), which was designed to discuss the future of counselor education and to share images of how the counseling profession can be promoted and enhanced. The 16 papers are loosely divided into categories. The first two papers discuss creative leadership and changing trends in counselor training. The next five articles deal with special perspectives on needed or potential changes in counselor education, such as research, health counseling, behavioral counseling, mental health counseling, and the new field of state-of-consciousness counseling. The next three papers emphasize equity and basic human rights, including counseling in a culturally pluralistic society, prejudice, and sex role issues. The impact of technology on counselor education and practice is discussed from the perspective of ethical issues. The next three articles delve into the future of guidance, through a discussion of significant changes in society and their resultant impact on what counselors do, and the need for counselor renewal. The book concludes with an overall retrospective statement that also emphasizes the challenge of creative leadership in counselor education for the future. (JAC)

# SHAPING COUNSELOR EDUCATION PROGRAMS IN THE NEXT FIVE YEARS: AN EXPERIMENTAL PROTOTYPE FOR THE COUNSELOR OF TOMORROW

Proceedings of the Flagship Conference of the Association for Counselor  
Education and Supervision, April 29-May 2, 1983

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Proceedings of the Flagship Conference of the Association  
for Counselor Education and Supervision  
April 29 - May 2, 1983

Garry R. Walz and Libby Benjamin  
Editors

Conference Sponsored by:  
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## FOREWORD

A year ago at the NCACES Conference in Minneapolis, Garry Walz stopped Tom Elmore and me, saying that he was excited with the kinds of action he saw in ACES and wanted an opportunity to talk with us. The ensuing luncheon meeting was the beginning of stimulating discussions that led to collaborative efforts between ERIC/CAPS and ACES. We talked about the future of counseling and the impact of technology on the profession. With the kind of visioning that we were doing, it occurred to me that EPCOT—Walt Disney's vision of the world of tomorrow—would be the ideal location for a conference on this subject.

One thought led to another and, knowing that I would be on sabbatical leave at the University of Florida during the 1983 spring semester, it seemed entirely possible to plan a conference on this topic near EPCOT. Tom and Garry were equally excited. We decided to meet again in January to pursue conference plans and discuss further collaborative efforts.

Following the January meeting, it was decided that we would strike while the iron was hot and hold a conference in the Spring rather than in the Fall. It was during this time that we invited Cynthia Johnson, Director of the W.K. Kellogg Project LEARN, to collaborate with us. She was enthusiastic about the conference and joined us. Thus it was that a creative effort was launched and we gave life to the Flagship Conference in EPCOT: The Experimental Prototype for the Counselor of Tomorrow. The thrust of the conference was to identify the impact of technology and advanced communication on the reshaping of counselor education programs in the next five years.

The planning of the Flagship Conference was exciting. Our colleagues shared a degree of enthusiasm that gave us confidence that we were riding with a winner. Many people shared in the success of this conference. For all, it was a labor of love. Special thanks and appreciation are extended to the University of Florida's Counselor Education faculty, secretarial staff, and graduate students for their help and support; to the major presenters and stimulus presenters for their provocative content; to participants in the conference for their positive energy and stimulating reaction; and to the collaborators in this venture, Dr. Garry Walz and Dr. Cynthia Johnson, for their input and support.

In prefacing the closing presentation in the conference, Dr. Robert O. Stripling stated that, "It perhaps has not been since the 1960s that a gathering of this significance has taken place." How moving it was to hear those words! The Flagship Conference was an historic occasion, and it was also a futuristic occasion; we have begun the process of envisioning a new stage in the development of the counseling profession.

This monograph, published for us by the ERIC/CAPS staff, can give you a semblance of the conference and act as a catalyst for your own thinking as we design our future. Join and share with us as this process continues with activities at ACES regional conferences, the 1984 AACD Convention in Houston, and other future collaborative efforts.

Bob Nejedlo  
ACES President

## INTRODUCTION

How can mere words recapture the exciting new ideas, provocative discussions, and mind-stretching presentations that we experienced in May of this year at the ACES Flagship Conference at EPCOT, Disney World, Florida! Conceived in discussions among Bob Nejedlo, Tom Elmore, and Garry Walz, the conference was shaped under the resourceful and creative direction of Bob Nejedlo into a unique experience for participants. With over 80 official registrants and a capable staff that included graduate students, attendance at times swelled to over 100 involved, turned-on conferees. By incorporating the ideas and stimulating the thinking of some of the best minds in the country, this conference succeeded in illustrating the best of what is, as well as what can be, in counselor education.

The purpose of the conference was to discuss the future of counselor education in the next five to ten years and to share images of how we can promote and enhance our profession. The original design called for invited presentations by professionals noted for their innovative approaches and significant work in areas of major importance in counselor education. We also provided additional opportunities for any participant who desired to submit a paper on new concepts and practices that could buttress and enlarge on our learning and sharing. Thus, both presenters and participants pooled ideas and resources, leading to a synergistic outcome far beyond our expectations.

Reaching a final consensus or preparing a neat summation of the ideas and discussions at the conference was never our intent. Rather, we tried to free ourselves from traditional modes of thinking and operating, believing that by breaking loose from the shackles and constraints of conventional approaches we could envision a future that would impact counseling preparation and practice for years to come. Bob Nejedlo saw the conference as a source of inspiration for the ACES regional meetings in the Fall, and we agreed that ERIC/CAPS would assemble the papers of the presenters and other participants into a publication in time for distribution at the regional conferences. In this way some of the ideas and the excitement of the Flagship Conference could be shared with all ACES members and assist them to futurize their planning and functioning as much as the conference itself did for those who were present.



In preparing this book, we have adopted a stance different from our usual role as editors. Avoiding the typical blue-penciling and intense critique of style and content of each manuscript, we have tried to sharpen the message of the writers but in no way to affect their style or their message. As you read this document, you will note interesting differences in writing style, conceptual approach, and mode of expression. This is intentional. Hopefully, each article captures the uniqueness of the writer and provides readers with a vicarious flavor of the excitement pervading the conference. Whether you agree or disagree with a given article is not the issue. We hope that some will please you and some will disturb you enough that you will feel compelled to react. But read them all. Like a potluck supper with many cooks supplying the feast, the meal is tastiest when you sample everything, savoring the familiar and trying out the new, returning for seconds to those items that are most stimulating to your palate.

The book is divided into rather loosely classified sections. The first two papers provide an opportunity for the dynamic duo of ACES Presidents, Tom Elmore and Bob Nejedlo, to share the thinking that went into the transformation started so creatively by Tom and continued so effectively by Bob. The next five articles deal with special perspectives on needed or potential change in counselor education such as research, health counseling, and the new field of state-of-consciousness counseling. The next three papers emphasize equity and basic human rights, areas sometimes neglected in our present programs and in our planning for the future. We then move to the impact of technology on counselor education and practice, discussed from the perspective of ethical issues. Appropriately, the next three articles delve into the future of guidance, a discussion of significant changes in society and their resultant impact on what counselors do, and the need for counselor renewal. The book concludes with an overall statement by Dr. Robert Stripling that is both retrospective and prospective in coverage and thought.

Our overriding aim is for you to read, discuss, challenge, share, and image. The papers included in this book have been called stimulus papers for just that reason. And if your learning enables you to alter your viewpoint or enhance your work in counselor education in even a small way, then this book will have served its purpose. But whatever you do, enjoy!

Garry R. Walz and Libby Benjamin

## CREATIVE LEADERSHIP: THE CHALLENGE TO EFFECT CHANGE

Robert J. Nejedlo

The key to achieving progress is to maintain a balance between order and change, preserving both through two complementary approaches: transforming leadership, which raises both leaders and members to higher levels of motivation and development; and creative leadership, which creates a climate in which individuals can maximize their potential contributions to self and others. Eight attributes of the creative leader are cited, including flexibility, positive nurturance, and a willingness to share power. Our challenge is to effect change in counselor education programs and to promote renewal opportunities for practitioners that will move us farther along the road to excellence.

"The art of progress is to preserve order amid change  
and to preserve change amid order."  
(Alfred North Whitehead)

Whitehead's statement offers a challenge to effect change. Change is a given in our rapid movement from an industrial society to a technological society; and in that rapid movement, it is incumbent upon us as leaders to work toward a balancing of order and change in order to achieve progress.

Today we are in the midst of a return to the basics after a period of open permissiveness in the late 60s and early 70s. The recent report on the status of education has an inherent danger of further maintaining the "basics" philosophy because students' achievement levels are lower than desired. Are we once again involved in the swing of the pendulum in the educational process? Can we avoid a pendulum shift as we enter the technological era? The key to achieving progress is to maintain a sense of balance between order and change. If we are to make artful progress in our technological era, it is crucial that we integrate and balance the strides in technology with strides in improving the human condition.

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Leadership has a responsibility in the furthering of such progress. We need to utilize effective means in achieving positive change and thereby making progress.

An organizational construct that has the capability of achieving positive change is the network. In The Aquarian Conspiracy, Marilyn Ferguson (1980) speaks of the network as "the institution of our time, an open system, a dissipative structure so richly coherent that it is in constant flux poised for reordering, capable of endless transformation." She states further that networks are "cooperative, not competitive. They are true grass roots: self-generating, self-organizing, sometimes even self-destructing. They represent a process, a journey, not a frozen structure" (p. 213).

The network holds the promise for achieving change and promoting a sense of balance and harmony. Indeed, as we envision a network, the geosphere at EPCOT or the logo of the ACES Network, we see in it the capacity for inter-working, connectedness, fluidity, and balance. The network then becomes the vehicle to achieve progress. As leadership seeks to make artful progress, it behooves us to utilize the network. Use of the network will achieve a sense of balance that will preserve order amid change while allowing for the integration of meaningful movement and change into the structure, thus preserving change amid order.

How can we achieve the desired balance between order and change? Two complementary approaches are suggested: transforming leadership and creative leadership. Transforming leadership occurs when one or more persons engage with others in such a way that leadership and membership raise one another to higher levels of motivation and human development. Transforming leadership is dynamic in the sense that it raises the level of human conduct and ethical aspiration of both leader and member, thus transforming both. Members feel "elevated" by it and often become more active, thereby creating a new cadre of leaders. This is happening within the Association for Counselor Education and Supervision.

The second approach for achieving balance in order and change is through creative leadership. Robert S. Bailey at the Center for Creative Leadership in Greensboro, North Carolina, has defined a creative leader as follows:

A creative leader is one who recognizes the potential in people and strives to establish and maintain a climate where individuals may develop and maximize their contributions. Within this creative environment, they involve others in the process of identifying and



pursuing meaningful goals that bring both short-term and long-term benefits to all. (Bailey, 1980)

We as counselors recognize what it means to develop potential in people. We are experts in that. That is our profession. We need to look for those positive dimensions of the individuals' personalities and further that potential by accentuating the positive.

I want to tell you a story of my first day in school that I will never forget. I was five years old and entering kindergarten for the last two weeks of the school term. My only memory of that day is watching an eighth-grade boy, who apparently had done something wrong, hold out his hand. With the sharp end of a ruler, my male teacher hit the boy's fingers over and over and over. Observing this with horror, I said to myself, "I have to be good in this place." Do you know what that taught me? It taught me to follow the Golden Rule, to take directions from others, to please others. The experience shaped my behavior. It controlled me. It taught me to do what others wanted me to do, and I learned well! But, I didn't develop my self as much as I would have if I'd had the chance to develop my assets with a wise, encouraging, sharing, creative leader.

### THE CREATIVE LEADER

What should a creative leader be? Here are eight leader attributes of the new social character posited by Michael Maccoby (1981). Maccoby says that:

1. Leaders are caring, respectful, and responsible.
2. Leaders are flexible about people and organizational structure.
3. Leaders are willing to share power.
4. Leaders are self-aware, conscious of weaknesses and strengths.
5. Leaders are concerned with developing selves as well as others.
6. Leaders are aware of their feminine nurturing attributes.
7. Leaders are outraged by wasted human potential that grinds people down.
8. Leaders are unafraid of emotion and strive for disciplined subjectivity.

The creative leader then needs to establish and maintain a climate in which individuals may develop and maximize their contributions. As ACES president, Tom



Elmore's involving ACES in creative opportunities is an example of such a climate. This year we will concentrate on priorities, directions, and continuity. The resulting efforts and work will stimulate meaningful, purposeful activity that, if properly channeled, can move our organization in desired directions. Use of the elements in creative leadership can bring about this change.

The leadership of the future must learn to live with uncertainty, risk and surprise. To minimize and make the best of uncertainty, risk and surprise, effective leaders of the future will need to build coalitions, influence others skillfully, and solve problems consensually. Warren Bennis (1976), in his book The Unconscious Conspiracy: Why Leaders Can't Lead, chides the use of blue ribbon task forces or committees. He writes, "Nothing insures the status quo so much as putting the best minds and best talents on these task forces, for their reports continue to get better as our problems get worse" (p. 33). We are living in a different world today. Blue ribbon committees created to insure the status quo are characteristic of second wave thinking.

Thomas Peters and Robert Waterman, Jr. recently published their study of the ten most successful companies. Their book is titled In Search of Excellence: Lessons from America's Best-Run Companies. Their thesis is that the emphasis today is on excellence, and excellence is achieved by concentrating on the needs of the consumer. The consumer makes up the organizational culture. According to Peters and Waterman, "organizational culture" may be the best buzzword for the 80s. Indeed, Bob Noyce, Intell's Vice Chairman, has said, "The thing we've been concentrating on recently is the culture." Ray Ash from AM International stated, "We diagnosed our problems as cultural problems" (Peters & Waterman, 1982, p. 97a).

So it is that in the education of tomorrow's counselor we need to understand the cultures of our consumers while we assist in the development of their potential. The preparation of tomorrow's counselors means that counselor educators, supervisors, and administrators must understand the cultural characteristics in society's third and fourth waves.

## THE CHALLENGE

Our purpose is to share together and learn about the impact of technology (third wave) and advanced communication (fourth wave) on the preparation of tomorrow's counselors. It is our responsibility as a professional organization to develop a curriculum that will adequately prepare tomorrow's counselors. It is also our responsibility to provide opportunities for professional renewal. It is for these two major reasons that the Flagship Conference was designed. Through the creative leadership process we will (a) design a curriculum guide which will enhance our professional standards in counselor preparation and (b) develop a plan for counselor renewal.

This Flagship Conference is the beginning. We are "setting sail" here near the EPCOT Center, the epitome of vision and future. As a spin-off from this conference, we will conduct satellite workshops in the five ACES regions this Fall and again elicit more input for our task. Then in less than a year, at the AACD Convention in Houston, we will have a training session in the use of the product. This is an ambitious task precipitated by our colleagues' desires during the past Fall regional conferences; indeed, it is a challenge to effect change.

John Gardner says, "The best kept secret in America is the need of people to believe in and dedicate themselves to purposes that are worthy and that are bigger than they are" (Bennis, 1976, p. 174). Our purpose is to prepare individuals to counsel others in order that they might achieve their potential. There is no purpose more noble. You are invited to challenge yourself and stimulate your colleagues to effect the kind of change that will move us forward in the development of society's potential.

Together we are asking for a commitment and will share in the journey of movement toward new vistas in the realization of our dreams and each person's potential.

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THE EMPEROR'S NEW CLOTHES:  
TRANSFORMATIONS OF COUNSELOR EDUCATION AND SUPERVISION

Thomas Elmore

We in counselor education and supervision are facing a crisis of the spirit and of the will. We can convert this crisis into an opportunity to develop our own vision, a unified conception of what counseling is and what our mission should be. In the past, the major influences on counseling practice have reflected a mechanistic, materialistic concept of reality. Later the counseling profession developed a more holistic/developmental approach, influenced by self-concept, individual quest for meaning, and the expression of personal values. This transformation, however, has not been complete. We in counselor education and supervision need to manifest in our lives, and in our programs and procedures, a major paradigm shift that incorporates not a fixed identity but a basic concern with the development of human consciousness, wherein high technology is an extension of the human mind serving humanity in a compassionate manner.

The Emperor had a creepy feeling down his spine, because it began to dawn on him that the people were right. (Hans Christian Andersen, 1938)

Hans Christian Andersen tells the tale of an Emperor who was so exceedingly fond of fine new clothes that he spent nearly all his money on being elaborately dressed. In fact, he had different robes for every hour of the day. He took little interest in affairs of state or public appearances except to show off his new clothes. One day two swindlers, disguised as weavers, came to the city and sold him a bill of goods, claiming that they could weave clothes for him out of the most magnificent fabric that one could imagine. Not only were the colors and patterns unusually beautiful, the material had the extraordinary quality of being invisible to

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anyone who either (1) was unfit for his office or position, or (2) was a fool and impossibly stupid.

"What a great idea!" thought the Emperor. "With clothes like these I'll be able to find out which people in my kingdom are not fit for their jobs and distinguish the wise men from the fools." (As you can see, this may have been the real beginnings of the vocational assessment and intelligence testing movements, even preceding E.K. Strong and Alfred Binet!)

Subsequently, the Emperor sent some officials to see how the weavers were coming along in making the new clothes; and the officials, unable to see anything but not wanting to lose their positions, reported to the Emperor that the clothes were simply gorgeous. Then when the Emperor tried on the clothes, he was astounded to find that he couldn't see them; but of course, he thought, he couldn't let on for fear of being found unfit to be Emperor - or of being thought a fool.

Soon the day came for a big parade in which the Emperor was to show off his non-existent new clothes. The citizens, naturally, couldn't see any clothes at all, but not wanting to risk losing their jobs or being considered stupid, they shouted, "How beautiful are the Emperor's new clothes! What a splendid train! What a perfect fit!"

All went well until a little child saw the Emperor's nakedness and shouted out, "He has nothing on!" The people then all began to shout "He has nothing on!" Without prior knowledge or second-hand information, and by relying on his own experiential perception, the young child saw clearly and knew.

Perhaps upon these few threads of evidence lies a story for all of us, in both counselor education and supervision.

### COUNSELOR EDUCATION

During much of our history in counselor education, we have been concerned with what is fashionable. At times, as it were, we have worn many kinds of garments as we developed a wardrobe of different theories and techniques of guidance and counseling. We have also shown concern for producing quality cloth by setting standards for the preparation and credentialing of counseling. In so many ways, I believe, we have used fine fabric.

But recently, we have sometimes appeared to be all dressed up with no place to go, or with not so many places to go. Part of this may be because the social climate has changed and our clothes are out of season. Or perhaps the economy has left us without the wherewithal to purchase or sell new goods, show our wares, or renovate our stores. Maybe current fashions are changing so rapidly that it's becoming more and more difficult to predict the market. All of these statements are probably true. But our basic problem, I believe, is more akin to that of Andersen's Emperor—we may either have been deceived, or have deceived ourselves, into believing that we see our role and mission clearly when, if we trusted our own eyes, we would see our nakedness. Perhaps our problem in counselor education and supervision has been greater than that of the other citizens in the counseling kingdom, because as "Emperors" (so to speak) of the profession we have further to fall. Or because we are supposed to be smart, we may now suspect that we are not as wise as we once thought and are afraid of being found out.

We are the leaders in the kingdom of counseling, holding power as counselor educators over who will be allowed into the kingdom and who will be prepared for full citizenship, and having control as supervisors over the daily lives of counselors who toil in the community.

But now there is a crisis in the kingdom, and we cannot pretend that we are properly clothed. Outwardly, economic depression has taken its toll. Many counselors have lost their positions regardless of their competence. Many counselor education programs have been closed down, faced cut-backs, or been absorbed in other departments and essentially lost their identity. Witness the danger at The University of Michigan, or in Kentucky, where many supervisors have been rified from their positions. Inwardly, we have not agreed on a unified conception of what counseling is or what our mission should be. We seem to have lost some of our idealism and motivation to search for the Holy Grail.

The real crisis, however, is of the will and of the spirit. We can convert this crisis into an opportunity; or because of stubborn pride and insecurity, we can go on pretending like the Emperor and his people that everything is all right.

From the experience we have gained in the relatively short history of counseling and other helping professions through different theories and techniques, we have discovered certain principles of human nature, personality, and behavior

which, if carried out, could transform society. However, I sense that we have fallen victim to several deceptive weavers.

We may have lost faith in ourselves and come to rely on the opinions of others. In so doing, we may have abdicated our own vision and, like the Emperor, have let ourselves become deceived by self-serving materialistic weavers who are dominated by a profit motive. (In Andersen's story, the weavers were highly paid for their deceptive work and even rewarded with a decoration entitled "Knight of the Loom.")

I believe that our greatest problem in counselor education and supervision is that we have not altogether developed our own vision, not trusted it, and not claimed it as our own guide. Out of fear that we might endanger our programs or our positions we have not always assertively believed in and acted on our own vision. We have not been willing to take risks and may have operated more out of fear than out of faith.

When we lose faith in ourselves or faith in others, faith in the essential goodness and rightness of all things, we lose our vision.

Faith is seeing. Faith is perception. If you don't expect to see a miracle, you won't see one. If you don't believe and expect that human transformation can occur as a consequence of the presence of the essential elements of transformation, it simply won't happen. Miracles are in the natural order and they become visible only to the believer and doer. Actually, every person has faith and every person lives by faith. The only question is what that faith is. By definition, faith does not mean certainty, it always means doubt.

The critical thing I want to say here is that when we become fully conscious of our faith, when we claim or own our vision or perception, we then live the rest of our lives in doubt and uncertainty and humility. It is this doubt that compels us to keep on looking, to see in new and different ways, and to be open to different points of view. Faith doesn't bring security; it brings doubt and disturbance and quest. Faith is a risk. It is betting your life that what you see is right, while at the same time being open to re-vision. It is not being so prideful or fearful that you will appear incompetent or stupid if you see something different.

This then is the paradox of human experience that is necessary for human transformation and thus for the transformation of counselor education and supervision to occur.



As Marilyn Ferguson (1980) says, the key to transformation is to experience a paradigm shift. That is to say, for transformation to occur, we must literally "lose our minds" to find ourselves. That's what happened with the candid little child in the story. Out of innocence and trusting personal perception, the child shouted that the Emperor wasn't wearing any clothes. Whereupon the onlookers transformed their vision and exclaimed the same.

The major paradigm shift needed today in counselor education and supervision, and in our society at large, is to change our perception of human beings as units of production to persons. The purpose of counselor education and supervision is not to produce highly skilled, efficient, productive machine-like helpers, but to provide the opportunity for counselors in training and working counselors to become more fully human.

In a landmark book The Turning Point, physicist Fritjof Capra (1982) makes the point that a massive shift in the perception of reality is now underway, from a traditional reductionistic world view to an ecological, holistic systems paradigm. The mechanistic or Cartesian world view, based on the philosophy of Descartes, held that the material universe is a machine and that nature works according to mechanical laws. He believed that although human beings are inhabited by a rational soul, they are simply machines who can be analysed in terms of their parts. Descartes' approach to knowledge was analytical, breaking up thoughts and problems into pieces and arranging them in a logical order. The Cartesian method has proven extremely useful in the development of scientific theories and complex technological projects. However, it has also led to a fragmentation in thinking, a belief that human beings can be understood by reducing them to their constituent parts. For instance, within the biomedical model, the human body is seen as a machine and disease as a malfunction of biological mechanisms. The physician's role is to correct that malfunctioning of a specific mechanism or particular organ or tissue by either physical or chemical treatment. Medical specialties have emerged from this reductionist approach to the point where many doctors no longer view illness as a disturbance of the whole organism.

The medical model has predominated in the profession of psychiatry. Modern psychiatry has been built largely on a biomedical definition of disease according to which diseases are well-defined entities that involve structural changes at the



cellular level and have unique causal roots. The treatment of choice, drawn from the arsenal of medical technology, has been medical "bullets" aimed at controlling the symptoms of mental disorders, but which fail to cure it. The focus has been on mental illness rather than mental wellness or wholeness and what constitutes healing.

Two major forces influencing present counseling practice which reflect a mechanistic, materialistic concept of reality, including human beings, are psychoanalysis and classical behaviorism, both characterized by notions of dominance and control of elemental parts. Both are built on hard scientific concepts from classical physics which have proven to be valuable in dealing with physical reality but which are inadequate formulations for a counselor education of the future. Ironically, some professionals have religiously adhered to these approaches in the interest of maintaining the view of the profession as a science, while modern physics has moved to a holistic/systems paradigm in the philosophy and practice of science.

Closer to the historical roots of many counselors may be vocational guidance and school counseling. The counseling profession has evolved from early vocational guidance approaches based on trait-factor personality theories. Frank Parsons, considered by many to be the father of the vocational guidance movement, believed that vocational counseling consisted of "true" reasoning about the relationship between knowledge of the person and knowledge of the world of work.

The predominant emphasis in vocational guidance over the years has been to match personal traits with work requirements (Williamson, 1965). Later, the profession of counseling embraced a more holistic/developmental approach, in which vocational choice was seen to be influenced by self-concept, individual quest for meaning, and the expression of one's values or choice of lifestyle.

However, that shift from a Cartesian, mechanistic model to a more holistic model based on values and meaning, I contend, has not been complete. While more attention has been given to the whole person, the lingering notion sometimes persists that the worker should fit the work place. It is as if life should be in the service of work rather than work being in the service of life. Vocational counseling in its deepest form (and this is true of all counseling, I believe) is concerned with the quest for meaning and value. Beyond the practical necessity of working to make a living is the necessity of working to make a life. Vocational decision making is an ongoing process, and in a conceptualization of counseling, the search is for resolutions, not solutions.

As demonstrated here in this Flagship Conference, modern technology can be applied to vocational guidance in extremely useful ways. Computers can store and retrieve occupational information, thus taking away drudgery and enabling persons to keep abreast of the rapidly changing occupational structure. In the future high technology, including the use of home microcomputers, will help persons gain instant, relatively up-to-date information in an even more convenient and efficient manner. Persons can be freed to be persons and not machines. The ever present danger with technology, however, is that it may not be connected with matters of the spirit and the heart. The greatest danger is that technology might become disembodied and there might be more of a tendency to adapt persons to high technology than high technology to persons.

In the last analysis, the turning point of vocational counseling will take place when vocational counseling is concerned centrally with the humanization of vocational choice and work. It will happen when there is a full realization that, in Capra's terms, "a living organism is a self-organizing system, which means that its order in structure and function is not imposed by the environment but is established by the system itself" (Capra, 1982, p. 269). Moreover, this theory of self-organization also includes self-transcendence.

The term vocation comes from the Latin word "vocatio," meaning a calling. This calling is not a summons from without but a cry from within a person who is undergoing intensive transformative processes. As Marilyn Ferguson (1980) has noted, in the new vocational paradigm, work is a vehicle for transformation. "In responding to vocation—the call, the summons of that which needs doing—we create and discover meaning, unique to each of us and always changing" (p. 342). Further, rather than finding meaning by working, "the individual with a vocation...finds a meaningful work. A vocation is not a job. It is an ongoing transformative relationship" (p. 343). A society's consciousness, says Ferguson, should be the context for its work, and technology should be only the content of work, the tools that create products and services which people value.

For many years, counselor education programs were concerned mainly with training vocational guidance counselors for schools. More recently, counselor education has become more varied and more holistic. Something like that, I believe, is happening with regard to applying the computer to counseling which, in its early

phases, is being used most often in the tangible areas of career choice and academic decision making. This, I believe, will be only the first stage in applying high technology to counseling.

In the future, in ways not even dreamed of by most of us, professional counseling will be able to use modern technology to advance the mind and spirit of human beings, help them attain higher levels of consciousness, enable them to perceive reality in more varied and rich ways, extend their minds in an unfathomable manner, and facilitate their transformation at a deep and fundamental level. The Industrial Revolution amplified and emancipated muscle power with machinery that could perform superhuman feats tirelessly. Likewise, the Computer Revolution will amplify and emancipate the human brain (Evans, 1979). It is expected that computers and Ultra-Intelligent Machines (UIM's) will be developed which can serve as sounding-boards and confidants in counseling. Current experiments with computer-interviewing suggest that persons can strike up surprising rapport with computers, even in sensitive psychosexual and emotional areas. Computers will be developed which can respond to every nuance of a client's voice, patterns of speech, hesitations, and even facial expressions. For reasons of practicality, economy, and efficiency, counseling education would do well to embrace the use of technology in academic and career decision making. However, in so doing, it must not lose sight of the fact that technology should not be used to regiment students in a mechanistic way, treating them as units of production. Rather, counselor education programs and supervision will need to be transformed into a holistic paradigm.

In order for this to happen, we must manifest in our personal lives and in our programs and procedures the certain vital elements of transformation graphically outlined in the following table.

**Paradigm shift.** We as individuals and the counseling profession itself need to alter our frames of reference, rotate our axes, reconceptualize our mission, and reorganize our procedures to accommodate high technology adeptly. Ours is not a fixed identity. We will need to ask new questions or reframe old questions in a broader context. Fundamentally, we need to address basic concerns having to do with the development of human consciousness and its facilitation in practical and



# ELEMENTS OF TRANSFORMATION

|                                                                                 |                                                                                       |                                                                                                     |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <u>PARADIGM SHIFT</u><br>Reformulation<br>Reconceptualization<br>Reorganization | <u>DIVERSIFICATION</u><br>Exploration<br>Experimentation<br>Expansiveness<br>Openness | <u>NETWORKING</u><br>Continuity<br>Community<br>Connectedness<br>Conspiracy<br>"Breathing together" |
| <u>RE-VISIONING</u><br>Attention<br>Awakening<br>Awareness<br>Reflecting        | <u>REVITALIZATION</u><br>Energizing<br>Empowerment<br>Assertiveness<br>Action         | <u>CLAIMING OWNERSHIP</u><br>Invitation<br>Inclusion<br>Involvement                                 |
| <u>LOVE</u><br>Caring<br>Compassion<br>Acceptance<br>Valuing                    | <u>RESPONSIBILITY</u><br>Response-ability<br>Participation<br>Commitment              | <u>GROWTH</u><br>Nurturance<br>Cultivation<br>Preparation<br>Development                            |
| <u>MISSION</u><br>Faith<br>Belief<br>Affirmation<br>Directionality              | <u>TRANSCENDENCE</u><br>Aspiration<br>Expectation<br>Excellence<br>Truth-fullness     | <u>INTIMACY</u><br>Identity<br>Interdependence<br>Integration<br>Wholeness                          |



humane ways. This needs to involve a shift from a mechanistic, reductionistic framework to a holistic/systems approach to life and human beings wherein high technology as an extension of the human mind exists always to serve humanity in a compassionate manner.

In order to develop a better sense of being "in place," and to experience a "homecoming," we need to become more conscious of our consciousness and of its fundamental relationship to universal consciousness of which all things are a part.

**Diversification.** Reality is multidimensional and all of nature is marked by diversity. Counselor educators and supervisors must overcome inflexibility and provincialism to accommodate a diverse, extended family. We need to explore and experiment to prepare counselors for work in multiple settings with a variety of clients. We will need to be open to change and innovation in a high-tech age. We will need to welcome and value differences. Only if there are differences can there be community, because community is built on acceptance of diversity, not tolerance of conformity.

Counselor education programs will need to have a flexible curriculum, with individualized learning opportunities appropriate to the learner; supervisors will need to grant counselors the freedom for self-expression and creativity.

**Networking.** In the midst of an unprecedented rate of change and the information explosion, the counseling profession needs to create a family atmosphere—an interpersonal climate of persons who share resources, responsibilities, values and goals and who have commitment to one another over time. We need to build a climate of continuity and a spirit of community wherein we "conspire" or "breathe together." We need to "connect" to other helping professions, become interdisciplinary, extend counselor education beyond university walls, and create more articulation with practitioners and supervisors. Knowledge about high technology needs to be shared and given away to each other, not hoarded for private gain, power, or undue profit.

**Re-Visioning.** To see correctly we need to rely on our own eyes and not merely conform to the vision of others; and certainly we should not leave matters involving values and fundamental life choices to the eyes of computers. We can extend our vision by the use of appropriate technology. However, computers can never dream our dreams; and for all the knowledge they can store and know about, they cannot

"know" in an existential sense. We must realize that we see through our eyes and not with them. In reality we see with our inner eye. In counselor education and supervision we need to see more clearly our mission. We need to envision counseling within the context of a larger purpose in the universe.

**Revitalization.** I am excited about the brave new world into which we are moving. Everything that is is in a state of becoming, and the road we travel will sometimes be uncertain and difficult. As high technology provides us with more freedom from drudgery, it will also leave us with more responsibility and decision making concerning the value of the routes we take and questions of life or death. As persons and as counselors, we will need continually to be renewed, energized, and revitalized, lest we perish. Our minds and spirits will require nurturance, and we will need to utilize the sources of power that exist within us and among us.

**Claiming ownership.** Transformation will occur in counselor education and supervision only as large numbers of persons claim ownership of the profession. In this process teachers and students are fellow learners and supervisors and counselors are both pilgrims, sharing ownership and responsibility for their experiences.

As technological knowledge including knowledge of human psychological functioning expands, everyone must claim ownership of its use. Exclusive, dictatorial use of this knowledge base would be disastrous. "Authority" dwells in each of us. Students, clients, and counselors need to experience a sense of invitation, inclusion, and involvement in matters that affect their destiny.

**Love.** In whatever form it takes, the mission of counseling must be one of sacrificial service born out of human compassion for those who are poor in mind, body, and spirit. What computers are capable of doing for counseling in the future may border on the miraculous. But the real miracle of counseling will occur only when a caring and accepting counselor possesses the magic of compassion which alone has the power to transform. To be compassionate is to be in tune with the rhythm of life and true to its impulses.

**Responsibility.** Responsibility can exist only where there is respond-ability. There is nothing inherently good or evil in the new technology; its goodness or badness, its value or harm, depends on our response. What is essential is that each of us has respond-ability, that is, the capacity to respond freely. For this to be, we must be free of fears which might immobilize us—fear of loss of security, fear of the

unknown, fear of failure and rejection, fear of displacement by technology, and most important, fear of ourselves and of each other.

The ethic of the future, as Yankelovich (1981) says, must be the ethic of commitment. Self-fulfillment requires commitments that also advance the well-being of society as a whole. This commitment is built on "new rules" based on reverential thinking, defined as a reverence for all living things and their interdependence and a sense of community rooted in shared meanings.

**Growth.** For transformation to occur in the counseling profession we need to nurture ourselves and each other. Currently, we need a vast retooling of ourselves in order not to become obsolete. We can intervene and facilitate the transformation process by aligning ourselves with nature and the power inherent in the scheme of things.

Growth in this sense does not mean getting bigger; rather, it means moving to a higher order of personal and professional development into the realm of creativity. In counselor education and supervision, we need to increase the quality of what we are about through self-renewal and development. If the world around us changes and we do not, we will die.

**Mission.** As suggested earlier, quest for transformation needs some directionality, some focus. We need some faith, some belief, some star to hang our hopes on. Ours is not merely to engage in a random quest; we are in search of ourselves and of some meaning or value. Like computers, we need a program, although some aspects of that program may emerge in the process of development and change in the process of feedback.

**Transcendence.** Transformation comes from reaching beyond ourselves, aspiring to become more than we are, and expecting the impossible. In the process called counseling, we have tapped into something fundamental in the universe.

Transcendence comes not from escaping the mundane facets of earthly existence but from living courageously in the present world in a manner that is congruent with reality. Counseling has the potential for helping persons to be magicians, to attain a higher form of being and more elevated existence, by discovering their identity, believing in themselves, and developing the courage to become whatever they can be.

**Intimacy.** Transformation, like love, occurs at the intersection of separate persons who freely choose to be together in an intimate relationship. We cannot love another person who has no separate identity, no individual self to give. We then love only what we think the other person is, which of course is only an illusion.

Intimacy may be the ultimate goal of all human existence. It is what persons need the most but fear the most. At the ACES Flagship Conference, we set sail together on a common journey marked by interdependence and the sharing and integration of ideas, values, visions of what we are and what we can become. We have been involved in a transformation process in which individually and collectively we have become more whole.

Whatever the future of counselor education and supervision will be, if it is to be worthy, it must be marked by the principles or elements of transformation outlined here, especially

- a sense of openness and flexibility which would incorporate, but not be limited to or dominated by, high technology.
- process thinking which embraces systems theory and emphasizes the interrelatedness of persons to other persons and to all things.
- acceptance and valuing of the diversity of life and persons; recognition of the fact that unity in diversity is both possible and necessary because we are persons, and as a human society we are each self-organizing systems which exist in a larger universal system of which we are a part and can help shape.

I believe that the transformation process which we call counseling is a gift of nature in which we can participate by choice in an intimate, loving, and responsible way. It is a life process that can and will go on in structures or professions not formally termed counseling.

I am convinced that a significant worldwide transformation process is currently underway, marked by a new concept of reality. As Fritjof Capra (1982) says:

The new vision of reality is based on awareness of the essential inter-relatedness and interdependence of all phenomena—physical, biological, psychological, social and cultural. It transcends current disciplinary and conceptual boundaries and will be pursued within new institutions. At present, there is no well established framework, either conceptual or institutional, that would accommodate the formulation of the new paradigm. (p. 265)



High technology is altogether a product of the human mind and imagination. It is a part of human consciousness, again an extension and amplification of the mind, therefore not to be feared, not to be ignored, and not to be used to dominate or restrict the consciousness from whence it came. Rather, technology must be used to facilitate human creativity and the transformation and transcendence of the world community of which we all are part. Today's society emerged through the collective thinking of human beings who created a culture which includes the high technology we need for our survival and further evolution.

One final point—the story of The Emperor's New Clothes did not end when the innocent child saw correctly and shouted, "The Emperor has no clothes on!" or when the people of the kingdom saw the truth and also exclaimed, "The Emperor has no clothes on!" The story concluded with the statement that "the Emperor had a creepy feeling down his spine, because it began to dawn on him that the people were right." And then he made a critical decision. Rather than owning up to the obvious truth and acting instead out of fear and insecurity, he decided to keep up a good front and proceeded on down the road as if nothing were wrong, with stiffened neck and his head held high. How tragic!

So, too, the greatest tragedy for us as counselor educators and supervisors would be to do as the Emperor did, ignoring the voice within us that tells us what is right.

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## RESEARCH AS AN INSTRUMENT FOR PROFESSIONAL CHANGE

Nicholas A. Vacc  
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Our profession is experiencing profound changes—national accreditation of counselor training programs, national certification of helping professionals, and efforts within states for professional licensure. The narrow perspective of training graduates to be of direct service to clients must be expanded to include intensive training in research methods; i.e., the counselors of tomorrow must be not only "people helpers" but scientific researchers as well. Preparation for this new role contains three integrally related components: academic courses, field experiences, and faculty activities; and recommendations are offered regarding specific ways these could be incorporated into present counselor education programs. It is suggested that research skills are the key to helping the profession become self-regulating and independent, able to harness modern technology to improve all aspects of professional functioning.

Change is one thing; progress is another. Change is scientific; progress is ethical. Change is indubitable; progress is a matter of controversy.

These words from Bertrand Russell aptly summarize both the hopes and the problems we are currently confronting in our society and in our professions. That we are amidst scientific change is undeniable; that we are making concurrent progress is debatable. Rapidly advancing technology looms large on the horizon, but we as professionals have yet to embrace it to foster the progress we desperately need to achieve.

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## CHANGE WITHIN OUR SOCIETY

Let us briefly examine the current state of affairs in our society. The situation is adroitly summarized in a recent article in U. S. News and World Report:

What lies ahead could well be a renaissance for the U. S. in political prestige and technological power. People will live to a healthy old age of 100 or more, as superdrugs cure diseases such as cancer and senility. Genetic techniques will expand food production and curb pollution. Space colonies will orbit the earth, and the moon will be mined for its wealth. Robots will do household and factory chores, and cars will be programmed (sic) to avoid accidents.

Among many social changes, a woman, a black or a Hispanic could well become President. People will have three or four careers in their work lives. With home computers and other electronic marvels, families will tap into enormous sources of data and entertainment.

As the revolution in high technology gains momentum, an economic boom will give tomorrow's citizens the highest standard of living ever known. ("What the Next 50 Years Will Bring," 1983, p. A1)

Clearly societal speculators see a bright future. Does a similar situation exist within the counseling and student personnel professions? Unfortunately, no clear answer can be given. Few have ventured to speculate on the future of our professions, and those who have, have generally avoided the potential implications of rapidly advancing technology. What is a certainty, however, is that counseling and personnel professionals, by the nature of their functions and commitment to facilitating human development, will play extremely important roles in the new society.

The functions of counseling and student personnel professionals are being affected by the prevailing social forces of the community. Consumers are placing special emphasis on (a) the prevention of problem behaviors, (b) the availability of lifespan developmental services by agencies and institutions, and (c) more effective use of professional time, i.e., accountability.



## CHANGES WITHIN THE PROFESSION

Since the American Association for Counseling and Development (formerly the American Personnel and Guidance Association) was founded, it has been anything but static. Periodically, it has reassessed its many purposes and functions and has devoted special emphasis to certain critical issues at various times in its history. We are now within one of those periods of change and decision. Credentialing, a method of firmly establishing and verifying the professional counselor's status among consumers, is clearly a current major thrust of the organization, an emphasis manifested in three ways. First is national professional accreditation of training programs for counselors and student personnel specialists. Second is AACD's implementation of a national process for certifying professional counselors—the National Board of Certified Counselors. Third is AACD's support of state-level legislative efforts for licensure of professional counselors. Each of these activities is related to the maturing of the counseling and student personnel professions.

Can the forces within the profession and community bring about major positive advancements in our professions? The answer is maybe, but such progress cannot happen without our concerned effort.

## A SELF-CORRECTING SYSTEM

Current trends in technology, society, and our professional organizations will affect nearly all counseling and student personnel professionals. This situation accentuates the need for us to reexamine how we as professionals can respond to problems and pressures.

The AACD membership needs to establish ways of accomplishing orderly change in response to internal and external forces. We need to learn how to wed our past heritage, current professional and community forces, and technological developments so as to increase our professional utility in the future.

We believe that our potential to be fully functioning, effective, and professionally useful to society is enhanced by incorporating more research with practice. This role potential can only be fulfilled if professional functions change as needed,

and one area in need of dire change within our field is research practices. The attitude that research can be artificially grafted onto the profession as a specialty must be changed. Research should be a component common to both the training and practice of all counseling and student personnel professionals. The spirit of scientific inquiry must pervade the practitioner's outlook, and the manifestation of the spirit through research must become the norm rather than the exception. Only by refining the content of our services and the efficiency of delivery can we be truly useful and account for our contributions to society. The underlying conviction is that we belong to an independent, self-regulating profession which must rely on itself for improvement and subsequent change in services.

It is our purpose here to discuss research as an instrument for fostering progress, and the necessity of change in the nature of research training for counseling and student personnel professionals. More specifically, we hope to: (a) stimulate meaningful discourse among AACD members in general; (b) identify major issues and alternatives for research practices and training within the counseling and student personnel professions; and (c) formulate proposals for research preparation which we believe would enhance the research practices of counseling and student personnel professionals.

We do not intend to provide a definitive statement on this topic nor even a set of precise guidelines. Rather, we intend to present ideas which hopefully will stimulate discussion and eventually lead to the resolution of controversies. We also wish to acknowledge that much of what follows evolved from the presentations and discussions at the ACES Flagship Conference. We are indebted to those who participated in the conference for the impetus to create this paper.

### PERSPECTIVE

We submit that counseling and student personnel professionals are currently operating from a perspective that is much too narrow. Most individuals in our professions view themselves simply as practitioners; all they want to do is "help people." Thus, emphasis in practice is almost exclusively on direct service. Further, this is perpetuated by trainers who espouse only this viewpoint or who prevent

trainees from being exposed to a more comprehensive perspective. The desire to help people by providing direct services is laudable. Yet, is providing direct services the only or best way of helping people? This role acts to restrict the professional's skills to a single approach in a static environment.

Our profession has acknowledged the need for a comprehensive perspective on human services by adopting "Standards of Preparation" for both entry- and doctoral-level professionals. These Standards clearly suggest that "people helpers" need to be much more than simply "service providers." Clearly, however, the comprehensive premises underlying the Standards have not been fully operationalized in practice or training; if they had, there would be no need for this discussion. Particularly germane here is the fact that few practitioners actually engage in research activities. This is perhaps the most blatant example of how the perspectives we acknowledge and the perspectives actually practiced differ.

In order for counseling and student personnel professionals to be fully functioning in the future, a new perspective is needed. A primary reason for the current state of affairs is that preparation programs have overemphasized the development of "people helping" skills. That is, trainees have experienced extensive exposure to the development of interpersonal skills to the detriment of the development of other important skills such as those used in scientific inquiry. This lack of balance perpetuates stereotypic ideas about the nature of counseling practices.

We propose that the counselor of the future must be viewed as a scientific practitioner. This means that counseling and student personnel professionals must receive intensive training in research as well as in other areas such as interpersonal skills. Such training, in our opinion, is essential for future practitioners to be fully functioning and effective, and to establish the counseling and student personnel professions as self-regulating and independent.

Our viewpoint is neither original nor new. In fact, members of the 1949 Boulder Conference, which was concerned with graduate education in clinical psychology, proposed that the core curriculum for educating students to work with people should be founded in scientific approaches to problem solving (Lloyd & Newbrough, 1966). This philosophy of training, i.e., the scientist-professional model, still remains the one used by schools approved by the American Psychological Association (APA) (Hock, Ross, & Winder, 1966).



We are not suggesting that AACD adopt APA training procedures. What we are suggesting is that the scientific-practitioner viewpoint makes considerable sense for our technologically changing world. Moreover, this viewpoint is consistent with the existing AACD Standards and the premises underlying them; we have only to modify our training activities in order to achieve harmony between our philosophies of training and our actual professional practices.

#### A VIEW ON RESEARCH

Inherent to the adoption of the scientific-practitioner viewpoint is the need to view research from a much broader perspective than has been true in the past. The core of this new view is to attempt to develop habitually inquiring, critical attitudes among counseling and personnel professionals. Thus, research is equated with inquiry and not just with traditional methods of quantitative data-gathering.

For a research-oriented profession, the ideal would be for counseling and student personnel professionals to engage continually in careful, scientific review of all of their activities. Such a process would of course necessitate the continuous search for identifiable and verifiable criteria about human functionings. Thus, an inquiring/seeking research approach would be an integral part of all professional activities. Common to both research and practice would be the necessity for a questioning attitude, an effective method of problem-solving, a high regard for evidence, and evaluative devices for self-monitoring and improvement. Research then is more than just data-gathering and statistical analyses; it is a way of approaching all professional activities. Indeed, if such an approach were instilled in professionals, rather mundane traditional research activities would be easily accomplished.

The distinctive feature of the evolution of the scientific-practitioner is the need for professionals to have competent training in both helping skills and research methods. Being a "people helper" would thus imply competence in both facilitating human development and research methods. Professionals so trained would surely continue to spend a great deal of their time in practice, i.e., direct service. However, they would also devote time to researching ways of improving and making



subsequent positive changes in their services. This approach would enable us to be fully functioning professionals rather than human service technicians.

It is of course easy to be "for" something in the abstract, but there is a time when "push comes to shove" about realities. Thus, we now are proposing activities which we believe would help to operationalize the abstract concepts we have covered thus far.

### TRAINING IN RESEARCH

The distinctive feature of professionals trained for the future would be that they are both practitioners and scientists (i.e., researchers). The former can of course be accomplished within traditional, or current methods of professional preparation. The latter, however, will necessitate some modification of current practices.

It could be argued that changes in training would dilute competence in both practice and research. We do not believe that this would be the case. Since we are advocating a new approach to practice, using methods of inquiry as essential process components, we believe that the two can be taught almost simultaneously. Basic principles of helping and basic principles of research should probably be taught separately. However, as trainees progress through their curricula, the spirit of inquiry and its practical applications can effectively be merged in more advanced activities. Further, from this perspective, the primary purpose of research is to improve practice. Thus, the two sets of skills should become integrated.

Research should serve to help counseling and student personnel professionals formulate problems and issues and evaluate the results of their own work. Basic to this assumption would be that research training be embedded in the training program so that a research orientation becomes integral to professional behavior. Accordingly, training in research methodology should be equally as important as the existing emphasis on interpersonal skills. Research training must be coordinated with training in other skills if research is to contribute to the effectiveness of counseling and student personnel professionals of the future. This paradigm for training should be appropriate for entry-level persons who possess two years of preparation. Students at the entry level could be well grounded with a research

orientation. Doctoral-level preparation would emphasize in-depth training in research and provide students with additional breadth of professional skills. All counseling and student personnel professionals, whether entry- or doctoral-level, would possess skills and techniques of practice and research.

For the sake of clarity, research preparation is discussed here in terms of three major components: academic courses, field experiences, and faculty activities. We realize, however, that these are only false separations since these components should be, in fact, integrally related.

#### Academic Courses

The AACD Standards call for counseling and student personnel professionals to receive training in research and evaluation, but unfortunately they do not do much to specify what should be taught or how or where it should be taught. We believe more specific guidelines are in order if research is to become an integral part of practitioner functioning.

The typical counseling and student personnel preparation program requires that trainees take a course in statistics. This situation is inappropriate, in our opinion, for several reasons. First, and perhaps most important, it is erroneous to equate statistics with research. The field of statistics deals with the manipulation of quantitative data. Research, on the other hand, deals with methods of obtaining both quantitative and qualitative data. Does not the former necessitate the latter? Why then should a single statistics course be considered sufficient research preparation for professionals? Second, statistics courses (and even occasionally required research courses) are typically taught in departments other than those that prepare counseling and student personnel professionals. Thus, trainees are left to make huge inferential leaps from general skills to specific applications within their intended professions. Their failures to transfer these learnings are painfully evident. Finally, statistics courses are often taught from the perspective that each student is going to become a statistician. Thus, trainees are inundated with incomprehensible formulae and meaningless abstract problems.

We propose some alternatives. We believe that the curricular requirement of a statistics course be retained. However, we believe that trainees should be taught to be "consumers" of statistical processes, that is, they should know the purposes and

functions of various statistical processes but not necessarily all the formulae. Given the plethora of computer packages available today, it is unlikely that students will ever do much manual statistical computing. Thus, the consumer perspective should enable trainees to see how statistics can be useful to them rather than as just another major hurdle of their academic experiences.

We also believe that a research course should be a curricular requirement for counseling and student personnel trainees, and that this course should be taught within the counselor education department. Trainees need preparation in research (inquiry) techniques that are relevant to their intended professions. This would allow trainees to see and experience how methods of inquiry can be applied in their eventual practitioner activities.

Finally, we advocate that research literature and research techniques be emphasized within all courses. All too often trainees are given the impression that research is a singular activity, somehow removed from the profession, simply because it is not discussed within the context of other academic courses. Does it not seem reasonable, however, that trainees should know how "truth" is found or theory "established and validated" in any content (course) area? Would trainees not be better versed in the content area if they were familiar with the research literature? And would not trainees be more objective about content if they had methods for critical inquiry about what they were being taught?

In sum, our basic premises here are very simple. We believe trainees need research (and probably statistical) skills in order to be able to gather evidence effectively, validly, and efficiently. Further, we believe such skills must be taught through methods which are pertinent to eventual professional activities. And further still, we believe that such skills will become increasingly important in a highly technological society. Professionals must know how to use the available sophisticated technology so as to maximize their effectiveness in helping others.

#### Field Experiences

Trainees' participation in supervised field experiences offers perhaps the best opportunity to integrate research skills into actual practice. This integration may be achieved in at least two ways. One way is for trainees to engage in a research project. We are talking here of research in the traditional sense: the gathering and



analysis of quantitative data. This should be a curricular requirement for all trainees. In recommending that all trainees participate in a research project, we would emphasize that the focus should be on the process rather than the product. It is not so important that trainees end up with a "publication quality" research report; rather, it is important that they experience the intricacies and idiosyncracies of attempting to obtain and interpret valid information. This practice would allow them to test effective ways of gathering information.

Inherent in this recommendation is that trainees conduct their research projects under competent supervision. Trainees should have ample opportunity to discuss their activities, to become aware of alternative strategies, and to obtain constructive feedback on the nature of their approaches. The supervision thus would serve to help the trainee learn how to be a critical inquirer.

A second and perhaps more important way for trainees to improve their research activities is to integrate them into other field experiences. Here supervision is also essential. For example, a supervisor could promote critical inquiry by the trainee in a counseling practicum by asking probing questions such as, "How do you know that the client interpreted your actions correctly?" "What evidence do you have that the client's situation is really as you say it is?" Or, "How will you know when your client has made the changes you think are important?" When the trainee is able to respond effectively to questions such as these, the trainee will truly have integrated the research (scientific-practitioner) approach we are advocating.

As with academic courses, the key here is to integrate research and practice through effectively supervised experiences. Such experiences may also prove to be enlightening for supervisors. Important but not an absolute necessity are internship placement locations which integrate practice and research. Whenever possible, these settings should serve diverse populations with a variety of developmental needs, and should be administered by counseling and student personnel professionals. While an important part of a student's training takes place in such settings, other field experiences should be required for breadth of training.

#### Faculty Activities

It has been recommended that research be coordinated in training programs and that a research orientation become embedded in the counseling and student personnel



trainee's behavior. This can be accomplished best when faculty role models display behaviors that exemplify the paradigm. To achieve this, faculty should engage in research that interrelates with practice and should emphasize scientific inquiry in their courses. Faculty who have a real interest in research need to take an active role in training programs.

The recommendations made thus far will of course necessitate some changes among the faculty in departments providing training for counseling and student personnel professionals. Central among needed changes by faculty is a modification in attitude. It is reasonable to assume that the current situation exists because faculty have imparted certain values and/or beliefs to their trainees. As the twig is bent, so grows the tree. Therefore, if change is to occur it must occur with faculty as well as with trainees. Faculty must make concerted efforts to convey that research is an integral part of professional functioning, that research methods and ways of thinking can be learned, and that they are willing and able to be of assistance to trainees in the development of all levels and kinds of research thinking.

Faculty concerned with professional training may have to make some significant changes in their own attitudes and activities in order to effect these changes. For example, some may have to spend more time familiarizing themselves with the research literature and techniques pertinent to their content areas. Relatedly, course content, procedures, and resources may have to be altered to accommodate these suggested changes.

As faculty attempt to make such personal changes in their instructional activities, they may also find it necessary to investigate research literature and techniques outside their own specialties. For example, faculty members may encounter a particular research technique which is unfamiliar to them. Thus, they would have to become familiar with the technique in order to understand fully the content area literature. This sounds a lot like what the trainees are supposed to do, doesn't it?

Finally, faculty may have to engage in broader professional self-development in order to be effective trainers. For example, faculty may have to improve their own research and critical inquiry skills through activities such as inservice workshops, self-study modules, and other methods of continuing education. Of course, faculty must also attempt to keep abreast of modern technology developments pertinent to their specialties.

It may sound obvious, but it merits special attention: Professionals are only as good as the training they receive. Faculty who are truly interested in providing the best possible training should improve themselves in whatever ways they need. If they are lacking in effective research and critical inquiry skills, they should take immediate steps to update their skills.

## CONCLUSION

Generally, the indication of a professional is the existence of standards of practice that allow for self-monitoring and self-correcting advancement—the very same skills necessary to cope with the continually transforming society in which we live. This brings us back to the recurring theme of this paper: the belief that counseling and student personnel professionals should be skilled in both research and practice, an approach that integrates scientific thought and professional functioning.

Rapidly advancing technology is a fact in our lives. Computer technology, telecommunications, and visual and audio technology are making the science fiction of our childhood the reality of our daily lives. Yet, in spite of it all, we still have a choice: We can choose to ignore modern technology and continue to do things as we have always done them, or we can embrace the new technologies and use them to our advantage.

We believe that the latter is our best choice. We will all have to learn to do some things differently. In this regard, we submit that improvement in the research skills of counseling and student personnel professionals is imperative. Such skills will enable professionals to improve literally all aspects of professional functioning, to help the profession become self-regulating and independent, and to keep pace with and harness modern technology to enhance their effectiveness. Change is inevitable, but we can turn change into progress.

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## PREPARATION STANDARDS AND A MODEL CURRICULUM FOR MENTAL HEALTH COUNSELING

Gary Seiler  
and  
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The necessity for upgrading the mental health profession is becoming increasingly apparent. Thirty-hour training programs for mental health counselors are not providing the training and skill development trainees need to be both academically equal and professionally competitive for third-party payments. Justification is offered for the establishment of new training standards for mental health counselors which would require a sixty-hour, two-year sequence; a model program at the University of Florida is examined and discussed. Future trends are explored, including new roles for mental health counselors, new skills, licensure and certification, the struggle for upward mobility, diversity of career opportunities, and the impact of technology on the mental health profession.

### INTRODUCTION

Greetings from the nearly 7000 mental health counselors who are now a part of the AACD family. The American Mental Health Counselors Association (AMHCA) has experienced phenomenal growth in the past few years and is now on the brink of becoming AACD's second largest division, the first being the American School Counselor Association. AMHCA's buzz word at the APGA (now AACD) convention was "Watch out, ASCA, here we come!"

It is most appropriate for this conference to be held in Florida where AMHCA has its roots. For it was here in 1976 that 17 mental health professionals banded together to create this organization called the American Mental Health Counselors

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Association. Since then, it has been very gratifying to see the organization expand from that little seed group to where it is today.

It is also appropriate that the Association for Counselor Education and Supervision (ACES) invited AMHCA to participate in this conference. Since becoming part of the AACD family, we have enjoyed a very close relationship with ACES, apparent for a number of reasons. For example, AMHCA's largest cross-over in membership, i.e., people who hold membership in two divisions, is with ACES. In training standards, too, AMHCA has a close alliance with ACES. The 1973 ACES Standards, developed under the leadership of Dr. Robert Stripling, which have now become the Council for Accreditation of Counseling and Related Educational Program's standards, were used by AMHCA as a guide and model in developing its own training standards.

When AMHCA first became part of APGA, a National Academy was established for Certified Clinical Counselors; and although the seeds for the Academy came from AMHCA, they are two separate corporate entities. In 1980, the National Academy took the lead and established a Task Force for Accreditation of Training Programs. It was the intent at that time, before our collegial relationship with the Council, that the Academy would set up its own accreditation system. It was envisioned as simple, easy, low cost, and completely competency-based. Obviously, that task became far more complex than anticipated.

AMHCA drifted along waiting to see if APGA would provide seed money for the formation of the Council. AMHCA has been very pleased with the work of the Council under the leadership of Dr. Joe Wittmer, and it is with pleasure that AMHCA is now at a point of supporting the Council with the establishment of specialty standards in Mental Health Counseling.

## STANDARDS

The standards presented here represent a 60-semester-hour, two-year program. This is a tiered program built upon a foundation of 42 hours of generic preparation in counseling. The second level is nine hours with an environmental emphasis. Building upon that is nine hours of specialization in a desired area. At the

very top of the tier is certification as a National Certified Counselor with special designation as a Certified Clinical Counselor.

The 42 hours of generic counseling studies would be the common core of preparation that includes those kinds of skills, knowledge, and competencies important for all counselors to know whether they be school counselors, personnel specialists, or mental health counselors. It would include courses on counseling theories, group counseling, career counseling, appraisal, and other related fields.

The second tier, nine semester hours of study relating to environmental emphasis, would concern the generic or general setting in which the mental health counselor is going to work which is perceived as the community. Included would be such courses as Counseling in the Community Setting, Community Psychology, and others that relate to the environmental setting in general.

The next tier is nine semester hours in specialized studies. Within the community setting, mental health counselors need to have specialized knowledge and skills, depending upon the type of mental health counseling they will be performing. Areas of specialization might include Marriage and Family Counseling, Gerontological Counseling, Health- and Medical-Related Counseling, and Business and Industrial Counseling, to name but a few.

The keystone to this proposed approach is certification as a National Certified Counselor with a specialty designation as Certified Clinical Mental Health Counselor. This would occur after completing the 60-hour program and meeting appropriate work experience requirements.

## RATIONALE

AMHCA has taken a strong position on the necessity of these proposed training standards. There are a number of reasons why 60-semester-hour training programs are important for training mental health counselors.

First, having high standards is one way to begin upgrading the profession. Many programs in the country do not require 60 hours of training. AMHCA's notion is that these standards could be phased into existing programs, and AMHCA would look for ways to help less rigorous programs gear up for the 60-hour requirement.

Another important justification for upgrading the present 30-hour programs through the proposed training standards is to maintain our competitive stance with other mental health professions. This situation becomes blatantly obvious when examining the requirements of other mental health professions. To continue as we are means that mental health counselors will be the ONLY core mental health profession that relies on 30-hour training programs; the rest are two-year programs (Flannagan & Seiler, 1983).

In terms of supervision AMHCA supports the position of 1000 hours of supervised field experience as opposed to the 400 hours originally proposed in the ACES Standards. One thousand hours of supervision is, once again, necessary if we are to be competitive with other mental health professions.

Why do mental health counselors want to be competitive? As we gain licensure in more and more states, we are going to find that if we do not have equal academic credentialing with other professions, the possibilities for receipt of third-party payments for mental health counselors will be severely reduced. In order to gain access to those third-party payments, mental health counselors must obtain and maintain a position of competitiveness.

As a model program, the University of Florida has tried to follow the ACES and Council Standards including specialty standards for mental health counseling. Students are allowed and encouraged to select from a wide range of courses elsewhere at the University. It is the belief of AMHCA and the Counselor Education Department at the University of Florida that as mental health counselors interface with other mental health professionals as part of an interdisciplinary team, students will need appropriate preparation in departments of psychology and sociology, the medical school, and other departments outside their own program.

The UF Counselor Education Department has made available to its students a list of 15-20 specialty areas with several suggested courses relating to each. This list is currently being updated to include Health, Medical-Related, and Business and Industry specialty areas.

#### Future Trends

Based on experiences over the past few years, envisioning some of the future trends for mental health counselors and their impact on training and preparation is both relevant and essential.

**Identity.** First, mental health counselors are changing roles, moving from counseling to therapy. The transition of the American Association of Marriage and Family Counselors (AAMFC) to the American Association of Marriage and Family Therapists (AAMFT) was a deliberate move to increase the organization's recognition and credibility among the mental health community. Seiler and Messina (1979) offered an original definition for a mental health counselor:

Mental Health Counseling is an interdisciplinary, multi-faceted, holistic process of (1) the promotion of healthy lifestyles, (2) the identification of individual stressors in personal levels of functioning, and (3) preservation or restoration of Mental Health.

This definition evolved from a preventive and developmental point of view and was meant to be the niche carved out for mental health counselors. The result, however, was similar to many other idealistic notions—it looks great in theory but it doesn't work out in practice. A survey of AMHCA members revealed that few of them are doing preventive or developmental work. What they are doing is therapy. This has been encouraged by the community mental health center movement in its striving for block grants and JCAH accreditation (Joint Commission on the Accreditation of Hospitals). Such accreditation is necessary if Community Mental Health Centers are to have inpatient visits, obviously a retreat to the medical model. Consultation, education, prevention and outreach have all been reduced or dropped from legislation as essential services of the Community Mental Health Center.

**Skills.** Students will probably have to attain more technical expertise in how to assess mental status, use the Diagnostic & Statistical Manual III (DSM), and do medications management through psychopharmacology courses. Future mental health counseling students will undoubtedly need to possess quasi-medical information. Consider an "infrared chemical Catscan" that assesses mental status by examining "hot spots" on the brain or evaluating the stress hormone levels in the body. Although both of these ideas are purely imaginative, the time is coming in our technology when mental health counselors will need this type of training.

**Techniques.** In the area of therapeutics, mental health counselors need to have more tools in their tool box. Continuing to rely on verbal insight therapies will hamper the mental health counselor's ability to deal with a wider range of clients.



Teaching process-oriented types of therapies such as Neurolinguistic Programming and multidimensional kinds of counseling such as Multimodal Therapy would enable the counselor to increase the number of therapeutic routes available.

Expanding the repertoire of alternative skills is an additional area worthy of consideration. Mental health counselors might want to know alternative techniques such as Senoi Dream-Work or Pranayama Yoga breathing exercises.

**Licensure and Certification.** Regarding future trends in licensure and certification, national certification with state reciprocity is in sight. The National Board for Certified Counselors, Inc. (NBCC) examination is a model identical to the National Psychology Examination. Individual states are beginning to recognize the National Psychology Examination in lieu of their own state examinations. Movement toward this reciprocity is happening here in Florida. The Rules and Regulations panel of the Florida Department of Professional Regulation determined that individuals certified by the National Academy of Certified Clinical Mental Health Counselors need only take the state examination for licensure; they do not have to validate the work experience requirements, as these have already been met through NBCC certification. The State Rules and Regulations Panel then adopted the same examination used by the Board. The approach now is across-the-board recognition of the NBCC Certification, as it is nearly the same as Florida's licensure requirement. As the NBCC gains recognition, persons having taken that examination, and certified with a specialty designation in Mental Health Counseling, could become licensed as Mental Health Counselors or as Counselors. This will probably become a trend all across the country.

**Third-party payments.** Along with the licensure issue, third-party payments will become an increasing reality for mental health counselors. This is a difficult area because of the political "turfdom" involved. Psychologists and social workers don't want marriage and family therapists or mental health counselors to be eligible for third-party payments—they are all looking out for the dollar in terms of checking and protecting their own turf. As mental health counselors become licensed through individual states, this "keeping out" will become a moot issue—it is only a matter of time. The State of Virginia, the first state to license counselors, provides an excellent model. Presently two out of the three Blue Cross/Blue Shield insurance companies recognize professional counselors as eligible recipients of third-party

payments. Florida mental health counselors are preparing to fight for third-party payments soon.

On the national scene, AMHCA, under the umbrella of its paid lobbyist in Washington, the Washington Council for Medicine and Health, has introduced changes in six different federal laws in an effort to have mental health counselors recognized as the "fifth core providers" of mental health services. This, in effect, would make them eligible recipients of third-party payments. This battle may be a little tougher, but it, too, is just around the corner.

**Association membership.** Regarding future trends in professional associations, AMHCA might consider differentiated membership. For example, there might be clinical members as there are in AAMFT, who would come from an accredited counseling program. There might also be certified clinical counselors and professionals who were solely mental health counselors. Additionally, there might be associates who would belong to an open membership category. As increased career ladder mobility occurs within mental health counseling, the needs of mental health counselors must be met within the Associations.

**Accountability.** Accountability is another important issue. Two years ago, federal mental health law, the "efficacy bill," was proposed, legislation that would require practitioners to justify the validity of the treatment approach being used with a particular client or problem, e.g., Gestalt, RET, Client-Centered, Reality Therapy. The mental health community managed to stave off that bill. However, what is important here is accountability, an issue that continues to be in the public eye. An example of this can be found in a recent issue of Discover magazine, May, 1983. An excerpt from Bernie Zelbergeld's The Shrinking of America: Myths of Psychological Change, an article based on 15 years of research, follows the same notion as the work of Eysenck (1965) and alleges that it cannot be proved that counseling or therapy accomplished much of anything! The efficacy issue is not going to go away, and it is just such challenges that counselors and mental health counselors are going to have to be prepared to deal with.

**Professional communications.** The future will have to bring change in the way mental health counselors communicate with each other through professional communications and journals. Bill Wiekell, a past-President of AMHCA, in an article in the Pennsylvania Personnel and Guidance Journal, proposes a "custom-made

journal." The subscriber would receive a computer card and a list of abstracts of approximately 50 articles. The subscriber would specify on the computer card several desired articles and mail it in to the publisher. A magazine of those articles would then be created and sent to the subscriber. That may seem to be an unusual idea. However, this method is currently being used by The Progressive Farmer, and might be a useful idea to be considered by mental health counseling as well. Other types of communications—talking books, video discs, teleconferencing—may be some of the future of professional meetings. For example, a speaker or presenter who was unable to attend a convention or conference could prepare a video disc, and the presentation could be viewed on a television screen.

**Career ladder.** Promoting upward mobility on the career ladder for mental health counselors continues to be a struggle. As the profession begins to differentiate, the future may provide upward mobility starting with early entry levels of education in this way: One year of training at the Community College level would yield a Mental Health Aide; two years of training would yield a Mental Health Assistant or Technician; four years of training would yield a Mental Health Associate; the Master's Degree level, or five years of training, would yield a Mental Health Counselor; six years of training, the Education Specialist or two-year Master's program, would yield a Clinical Mental Health Counselor; six years of training and two years of experience would yield a Certified Clinical Mental Health Counselor; eight years of training or the Doctorate with two years of experience would yield a Diplomate in the area of Mental Health Counseling. This graded process would be one possibility of involving people at early entry levels and help them move upward in their careers in mental health counseling.

Although expanded and diversified career opportunities have been addressed at this conference, the importance of career mobility cannot be overstated. In examining potential work settings for graduates in mental health counseling, health and medically-related health care counseling might be explored more thoroughly. Another growing area is gerontological counseling, which has for some time been a component of mental health counseling. A Newsweek article (Nicholson, 1982) discusses which jobs are decreasing in demand, which are growing only slightly and which are rapidly increasing in demand. The prediction was that gerontological social work, the second highest in priority, would grow by 150%. The article further



suggests that as America becomes older, this area will experience even greater expansion. Thus, mental health counselors who do gerontological counseling may find a rapidly expanding job market.

**Technology.** Finally, high technology is the direction of the present and the future. Mental health counselors must orient themselves to and become geared up for technology and the rapid changes that result. We have only scratched the surface of technology, and this expanding, mushrooming field is limited only by our imagination. The child or student gobbling up Pac-Man now will be the one who, via computer, will be "gobbling up depression" on the video screen in 1990.

### SUMMARY

Our continuously evolving society compels counselors to be ever changing in their profession. A necessary part of a changing profession is to strive constantly to improve the quality of professionals through their training. The American Mental Health Counselors Association has proposed standards such as a two-year training program and 1000 hours of supervised field experience that could potentially upgrade the profession and enhance credibility among the other mental health professions.

In addition to training standards, mental health counselors need to keep constantly abreast of the changing nature of their profession by being aware of pertinent issues such as professional identity, therapeutic skills and techniques, licensure and certification, third-party payments, accountability, professional communications, career mobility and the impact of technology.



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## RECENT DEVELOPMENTS IN BEHAVIORAL COUNSELING: IMPLICATIONS FOR COUNSELOR EDUCATION

Stephen Southern

A mail survey of 76 selected department chairpersons and training supervisors from behaviorally oriented counselor training programs identified trends and training needs in counselor education. The top five trends, in descending order, were behavioral medicine/health counseling, cognitive behavior modification/therapy, marriage and family therapy/counseling, human resources development/business and industrial consultation, and gerontology/gerontological counseling. The most frequently reported specializations were school counselor, mental health counselor, and agency counselor. Information is provided regarding the associational affiliation of respondents, as well as their recommendations for new program emphases and specific coursework in behavioral counseling training programs.

The following data represent outcomes of a brief survey which was conducted in April 1981 in order to identify emerging trends in behavioral counseling. The present report is a description of trends and issues identified by 76 respondents who returned questionnaires within 60 days of a 30 April 1981 deadline. Information supplied by the 76 respondents (74.5 percent of the 102 individuals who were surveyed) indicated that behavioral medicine/health counseling, cognitive behavior modification/therapy, marriage and family therapy/counseling, human resources development, and gerontological counseling will be major professional emphases in the next three years. In addition, respondents identified essential graduate courses, innovative programs, and indispensable training texts. The findings of the study may provide direction for program planning, continuing education, and information dissemination.

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Programs were selected for the study by virtue of being included in the Association for Advancement of Behavior Therapy (AABT) 1978 Directory of Graduate Study in Behavior Therapy (Graduate Programs in Counseling Psychology) or described in Counselor Preparation 1980 (Hollis & Wantz, 1980) as being at least 25 percent "behavioral" in philosophical orientation according to responses on a directory data survey form. Four persons returned blank questionnaires or letters indicating that they did not offer a counseling program or were not behavioral in philosophical orientation. Seven of the respondents who completed questionnaires noted errors or problems with the content or format of various questions. The "Behavioral Counselor Questionnaire" is included as an appendix.

The characteristics of the respondents suggested that the sample is representative of the identified pool of 102 department chairpersons and training supervisors. The geographical distribution of the sample is described in Table I below.

Table I  
Characteristics of Respondents

| Geographical Location    | Frequency | Percentage |
|--------------------------|-----------|------------|
| Canada                   | 1         | 1.3        |
| Northeast                | 17        | 22.4       |
| Southeast                | 25        | 32.9       |
| Midwest                  | 21        | 27.6       |
| West <sup>a</sup>        | 12        | 15.8       |
| Total Sample             | 76        | 100.0      |
| Sample/Pool <sup>b</sup> | 76/102    | 74.5       |

<sup>a</sup>The category includes Southwest, Northwest, and West.

<sup>b</sup>The pool of prospective respondents included Canada (2), Northeast (19), Southeast (29), Midwest (28), Southwest (9), Northwest (3), and West (12).

The expected frequencies of respondents based upon the actual distribution of questionnaires was 1.0 percent for Canada, 18.6 percent for the Northeast, 28.4 percent for the Southeast, 27.5 percent for the Midwest, and 23.5 percent for the West (including Southwest and Northwest). Therefore, the sample included somewhat more respondents from the Northeast and Southeast, and less from the West than anticipated.

In terms of the titles or positions of respondents, the sample included fewer chairpersons and supervisors than expected, since all questionnaires were directed to them. However, it was apparent from cover letters and comments written on the forms that the respondents were acting for the program administrators. Most were familiar enough with the actual training in question to provide valuable data. The titles or descriptions are listed in Table 2.

Table 2  
Titles of Respondents

| Title or Position         | Frequency | Percentage |
|---------------------------|-----------|------------|
| Clinical Supervisor       | 16        | 21.1       |
| Department Chairperson    | 30        | 39.5       |
| Program Coordinator       | 9         | 11.8       |
| Faculty Member            | 10        | 13.1       |
| Other Person <sup>a</sup> | 11        | 14.5       |

<sup>a</sup>The category includes dean of students, director of academic programs, director of graduate study and other administrators.



Responses to the third item on the questionnaire (see Appendix) addressed the levels of training offered by the institutions. The responses are summarized in Table 3.

Table 3

Training Offered Within Programs

| Degree or Level               | Frequency | Percentage |
|-------------------------------|-----------|------------|
| Ph. D.                        | 23        | 30.3       |
| Ed. D.                        | 17        | 22.4       |
| Doctorate                     | 40        | 52.6       |
| Post-Master's or Ed. S.       | 19        | 25.0       |
| Master's Degree <sup>a</sup>  | 63        | 82.9       |
| Paraprofessional <sup>b</sup> | 4         | 5.3        |
| Less Than Doctorate           | 36        | 47.3       |

<sup>a</sup>All percentages are based upon a maximum frequency of 76; however, these categories are not exclusive.

<sup>b</sup>The category includes Bachelor's degree programs (e.g., one awards an Associate Counselor Certificate).

The responding institutions offered training in a variety of specializations which are described in Table 4. The responding programs offered specializations in a wide variety of areas. The high percentage of school counseling training programs is probably reasonable for the field of counseling, given the historical background of the profession. With the increase in mental health and agency counseling in recent years—e.g., the American Mental Health Counselors Association is the fastest growing division within the American Association for Counseling and Development—the high percentages (71.1 and 69.7) in these areas are likely to be representative.

Table 4  
Specializations Within Programs

| Type of Specialist              | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Counseling Psychologist         | 35        | 46.1       |
| Counselor Educator              | 30        | 39.5       |
| School Counselor                | 59        | 77.6       |
| College/University Counselor    | 46        | 60.5       |
| Mental Health Counselor         | 54        | 71.1       |
| Agency Counselor                | 53        | 69.7       |
| Rehabilitation Counselor        | 27        | 35.5       |
| Personnel & Guidance Specialist | 23        | 30.3       |
| Marriage & Family Counselor     | 20        | 26.3       |
| Other Specialist <sup>a</sup>   | 12        | 15.8       |

Note: All percentages are based upon a maximum frequency of 76; however, the categories are not exclusive.

<sup>a</sup>The category includes School Psychologist (5), Organizational Development Specialist (2), Researcher (2), Employment Services Specialist, and Family Life Educator.

The item (6) on the questionnaire which requested information regarding involvement in professional organizations was included to secure additional data about respondent characteristics. However, the descriptive data in Table 5 are interesting in terms of trends, as well. The state organizations within Table 5 include APA and AACD groups. The other organizations reported by respondents were the American Association for Marriage and Family Therapists; American Association of Biofeedback Clinicians; American Association of Sex Educators, Counselors, and Therapists; American Society of Clinical Hypnosis; Association for Measurement and Evaluation in Guidance; Association of Non-White Concerns in Personnel and Guidance; Association for Religious and Value Issues in Counseling;

Table 5  
Professional Affiliations of Respondents

| Group or Organization                                      | Frequency | Percentage |
|------------------------------------------------------------|-----------|------------|
| American Educational Research Association (AERA)           | 8         | 10.5       |
| American Association for Counseling and Development (AACD) | 47        | 61.8       |
| American Psychological Association (APA)                   | 44        | 57.9       |
| Association for Advancement of Behavior Therapy (AABT)     | 13        | 17.1       |
| Association for Counselor Education & Supervision (ACES)   | 10        | 13.2       |
| State Organizations                                        | 10        | 13.2       |
| Other Organizations                                        | 17        | 22.4       |

Note: All percentages are based upon a maximum frequency of 76; however, the categories are not exclusive.

Canadian Guidance and Counselling Association; Canadian Psychological Association; International Neuropsychiatric Society; International Roundtable for Advancement of Counselling, and Society of Behavioral Medicine.

The relatively low frequency of respondents who reported AABT membership is curious. The data suggested that they consider the large professional organizations, APA and AACD, to be their primary affiliations. Yet, this survey was directed to programs that were assumed to be somewhat behavioral in training orientation. Similarly, while behavioral medicine and marriage and family therapy were identified as major trends in behavioral counseling, few respondents reported membership in the Society of Behavioral Medicine or the American Association of Marriage and Family Therapists, respectively.

The major purpose of the study was to identify trends in behavioral counseling according to the perceptions of persons involved in the training of future professionals. The responses to the question, "Which of the following emphases are likely to grow on a national basis or represent major trends in behavioral counseling in the next 3 years?" provided a clear sense of the direction that respondents believe the profession will follow. The major trends are identified by rank in Table 6.

The top five trends in Table 6 represent emphases which have received increasing attention in publications, convention programs, and workshops. Behavioral medicine is an interdisciplinary field which has enjoyed phenomenal growth since its founding in the winter of 1977 at the Yale Conference on Behavioral Medicine (Schwartz & Weiss, 1978). The field has several strong organizations including the Society of Behavioral Medicine, the Academy of Behavioral Medicine Research, and the Behavioral Medicine Special Interest Group within the Association for Advancement of Behavior Therapy (AABT). In addition, there are two major publications, the Journal of Behavioral Medicine and Behavioral Medicine Abstracts. Opportunities for contributions by counselors to behavioral medicine have existed for years. For example, Allen (1977) called the area "an expanding horizon" and Suinn (1974, 1977) provided a model for counseling intervention through his significant work on the modification of the coronary-prone behavior pattern. Modification of risk factors for disease is a major area within clinical behavioral medicine (Pomerleau, 1979). The preventive and developmental perspectives within the counseling profession make behavioral medicine a "natural specialization" for practitioners.



Table 6  
Major Trends in Behavioral Counseling by Rank

| National Trend or Emphasis                                       | Final Rank <sup>a</sup> | Mean Rank <sup>b</sup> | Number of Respondents |
|------------------------------------------------------------------|-------------------------|------------------------|-----------------------|
| Behavioral Medicine/Health Counseling                            | 1                       | 1.79                   | 43                    |
| Cognitive Behavior Modification/Therapy                          | 2                       | 1.85                   | 33                    |
| Marriage and Family Therapy/Counseling                           | 3                       | 1.99                   | 18                    |
| Human Resources Development/Industrial and Business Consultation | 4                       | 2.13                   | 16                    |
| Gerontology/Gerontological Counseling                            | 5                       | 2.43                   | 14                    |
| Biofeedback/Self-Regulatory Therapy                              | 6                       | 2.30                   | 10                    |
| Substance Abuse/Alcoholism Counseling                            | 7.5                     | 2.55                   | 9                     |
| Community Counseling/Research                                    | 7.5                     | 1.83                   | 6                     |
| Sex Counseling/Therapy                                           | 9                       | 2.17                   | 6                     |
| Behavioral Group Counseling/Therapy                              | 10.5                    | 2.00                   | 4                     |
| Applied Behavioral Analysis Systems Approach                     | 10.5                    | 2.33                   | 3                     |
| Other Emphasis <sup>c</sup>                                      | 12                      | NA                     | 4                     |

Note: The numbers of respondents by items are not exclusive.

<sup>a</sup>The final rank was computed based upon the lowest total score per item. A rank of "1" for an emphasis area was scored as one point. Second ranked items were scored two points while third ranked items were three points. Unranked items on each questionnaire (#7) were scored four points. Total scores ranged from 209 (final rank of 1.5) to 296 (rank of 12).

<sup>b</sup>The mean rank was computed from the ranks (1, 2, and 3) actually assigned by respondents. The sum of ranks was divided by the number of respondents for that item.

<sup>c</sup>The category includes Self-Control/Self-Management (N=3) and Prevention.

Cognitive behavior modification, another top-ranked trend according to respondents, continues to attract helping professionals. Mahoney (1977) anticipated the contemporary integration of cognitive and behavioral approaches to therapy and discussed implications of the reconciliation of differences between the two distinct psychological traditions. He described the emerging interface, developing a cautious framework for practice and research among "thinking behaviorists" (Mahoney, 1974). Meichenbaum (1977) also addressed the rapprochement of the cognitive and behavioral approaches by specifically bridging the gap between cognitive-semantic therapy (e.g., Beck's cognitive therapy and Ellis' RET) and behavior modification technology. Interest in cognitive behavior modification is manifested in the various articles published in Cognitive Therapy and Research, the vitality of the Cognitive Behavior Therapy Special Interest Group within AABT, and the publication of several major review texts.

Marriage and family therapy/counseling was the third-ranked trend. The specialization has realized tremendous growth, especially among Master's level practitioners, with the introduction of program accreditation and limited third-party payments for clinical members. The American Association for Marriage and Family Therapy (AAMFT) is a highly active organization that is a strong advocate for its members. The dominant practice theories among AAMFT members—as represented in their publication Journal of Marriage and Family Therapy—are the family of origin model (see, e.g., the contributions of Framo and Bowen), the family systems approach, and the structural approach (e.g., Minuchin). While behaviorists—including Stuart, Liberman, Margolin, Reid, Thomas, Patterson, Wahler, Baer, and Whaley—have been involved in family and couple interventions, marriage and family therapy is not presently characterized by the behavioral perspective.

Hollis and Wantz (1980) noted the dramatic shift in counselor preparation programs toward marriage and family coursework. They also found that the specialization of gerontological counseling has increased, primarily due to the change in age of the clients who are served by counselors. Gerontology/gerontological counseling was the fifth-ranked trend identified by respondents in this study. Since the older adult population is increasing while the school-aged populations are decreasing, the traditional bases of counseling must be re-examined.

Human resources development/industrial and business consultation was ranked fourth in the list of trends in behavioral counseling. While business and industry "look out for their own" (Kunze, 1973), there has been a rapid shift toward demand for counseling services (especially in consultation) in the business world (see Cristiani & Cristiani, 1979; Papalia & Moore, 1979). Career counseling, training, outplacement, and organizational development represent expanding domains for human resources development. The interest in preventive health and stress management among executives and trainers has contributed much to the trend toward human resources development services (e.g., Ivancevich & Matteson, 1980). Behavioral medicine programs were created in industry—including the Johnson & Johnson "Live for Life" program (Wilbur, 1980) and the Control Data Corporation "Staywell" program (Naditch, 1980), and in universities, for example, the UCLA Center for Health Enhancement Education and Research (Gorney & West, 1980) and the Center for Health Management at the University of Houston (Ivancevich & Matteson, 1980)—to meet the demand for services. Since this trend incorporates behavioral medicine/health counseling concerns, human resources consultation is among the most promising specializations for the near future.

Respondents were also surveyed about graduate coursework. The responses to the questions, "If you were to add one essential graduate course to the curriculum of your program, what would be its content or title?" are categorized in Table 7. Although the data are inconclusive, the new courses included work in the areas which were previously identified as trends. Several programs (19.7 percent of institutions in the sample) would add a course specializing in marriage and family counseling.

The data contained in Table 8 are inconclusive due to the small number of respondents in most categories. However, the categories in Table 8 provide an interesting picture regarding the breadth of behavioral counseling. Again the major trends are well represented; however, a large array of traditional and nontraditional emphases are included as well.

The final question (10) on the questionnaire was intended to link specific texts with the identified emerging trends. The book selections of respondents are noted in Table 9.

Table 7  
Frequencies of Essential, New Graduate Courses

| Course or Topic                          | Frequency |
|------------------------------------------|-----------|
| Marriage and Family Therapy/Counseling   | 15        |
| Advanced Techniques <sup>a</sup>         | 13        |
| Behavioral Medicine                      | 9         |
| Human Resources Development/Consultation | 7         |
| Cognitive Behavior Modification/Therapy  | 6         |
| Behavioral Group Counseling              | 4         |
| Gerontology/Gerontological Counseling    | 4         |
| Theory Development <sup>b</sup>          | 4         |
| Advanced Psychology Courses <sup>c</sup> | 4         |
| None/No Response                         | 10        |
| Total                                    | 76        |

<sup>a</sup>The category includes laboratory and practicum courses.

<sup>b</sup>The category includes metatheoretical analysis courses.

<sup>c</sup>The category includes ethics, advanced experimental design, developmental psychology, and biological bases of behavior courses.



Table 8  
Frequencies of Program Emphases or Specializations

| Emphasis or Specialization                   | Frequency |
|----------------------------------------------|-----------|
| Community Mental Health                      | 12        |
| Behavioral Medicine/Health Counseling        | 8         |
| Counseling Special Populations <sup>a</sup>  | 7         |
| Developmental Counseling                     | 4         |
| Marriage and Family Therapy/Counseling       | 4         |
| Consultation <sup>b</sup>                    | 3         |
| Biofeedback                                  | 3         |
| Systematic Counseling                        | 3         |
| Behaviorism-Humanism Rapprochement           | 2         |
| Transactional/Ecological Perspective         | 2         |
| Cognitive Behavior Modification/Therapy      | 2         |
| Group Counseling                             | 2         |
| Career Counseling                            | 1         |
| Vocational Evaluation                        | 1         |
| Organizational Behavior Management           | 1         |
| Applied Behavior Analysis                    | 1         |
| Learning Theory-Psychoanalysis Rapprochement | 1         |
| None/No Response                             | 19        |

<sup>a</sup>The category includes women (3), minority (3), and aged populations.

<sup>b</sup>The category includes consultation in schools, business and industry, and community agencies.

Table 9  
Textbook Selections of Respondents

| Author(s)                         | Title                                                                     | Frequency |
|-----------------------------------|---------------------------------------------------------------------------|-----------|
| J.D. Krumboltz &<br>C.E. Thoresen | Behavioral Counseling:<br>Cases and Techniques<br>(both editions)         | 15        |
| D.C. Rimm &<br>J.C. Masters       | Behavior Therapy: Techniques<br>and Empirical Findings<br>(both editions) | 14        |
| F.H. Kanfer &<br>A.P. Goldstein   | Helping People Change:<br>A Textbook of Methods                           | 6         |
| A. Bandura                        | Principles of Behavior<br>Modification                                    | 5         |
| M.R. Goldfried &<br>G.C. Davison  | Clinical Behavior Therapy                                                 | 5         |
| J. Wolpe                          | The Practice of Behavior<br>Therapy (2nd Edition)                         | 3         |
| B. Shertzer &<br>S.C. Stone       | Fundamentals of Counseling<br>(All editions)                              | 3         |
| J.H. Brown &<br>C. Brown          | Systematic Counseling                                                     | 2         |
| C.H. Patterson                    | Theories of Counseling and<br>Psychotherapy (2nd Edition)                 | 2         |
| A. Lazarus                        | Multimodal Behavior Therapy                                               | 2         |
| J. Haley                          | Problem-Solving Therapy                                                   | 2         |
| M. Mahoney                        | Cognition and Behavior<br>Modification                                    | 2         |
| Other Behavioral Texts            |                                                                           | 7         |
| Other Nonbehavioral Texts         |                                                                           | 4         |
| None/No Response                  |                                                                           | 4         |

The descriptive data gathered in this study provided a sense of recent developments and emerging trends in behavioral counseling. Clearly, behavioral medicine/health counseling, cognitive behavior modification/therapy, marriage and family therapy/counseling, human resources development/industrial and business consultation, and gerontology/gerontological counseling are program emphases that are likely to grow in the next three years. Courses and program innovations have been (or will be) implemented to respond to needs for specialized training for counseling students.

Although the study was designed to investigate perceptions of counselor educators from programs which were at least 25 percent "behavioral" in terms of philosophical orientation, few respondents (N=13) belonged to AABT. However, a large number of respondents expressed allegiance to the major counseling organizations, the American Association for Counseling and Development (61.8 percent) and the American Psychological Association (57.9 percent). This condition may reflect the lack of identification with the "behavioral" label among some respondents.

Responses to questions on the survey (4 and 5) indicated that only 33 programs (43.4 percent) were described as "primarily behavioral in nature." Thirty-nine respondents (51.3 percent) identified themselves as "primarily behavioral" in orientation. However, 61.8 percent of the 76 questionnaires in this study indicated a major behavioral orientation in program or personal practice. The study would have been more rigorous if a specific definition of "behavioral"—according to the pragmatic definition of methodological (rather than radical) behaviorism (Mahoney, 1974)—had been provided to respondents. The available data suggested that persons involved in administration and innovation in behaviorally oriented training programs find their professional identities in a number of settings and groups. Only a few respondents reported membership in AABT, the major behavior therapy association; SBM, the behavioral medicine society; or AAMFT, the primary marriage and family therapy group.

The results of this study indicated directions for specializations within behavioral counseling. Since the 1981 study, journal articles and convention programs have increasingly emphasized the forementioned trends. Marriage and family therapy continues to enjoy strong support among practitioners. Behavioral medicine, health counseling, and health psychology are major concerns in counseling

and other helping professions. Cognitive behavior modification/therapy does not seem to have captured wide attention; yet, respondents note that counseling and therapy have "gone cognitive" (Mahoney, 1977).

Human resources development (HRD) represents one of the most promising trends in counseling. Opportunities for transferring counseling skills into business and industrial settings are being rapidly identified. The 1983 APGA convention emphasized preparation for involvement in the private sector, a new "market" given the reductions in traditional counseling populations and settings. The concurrent developments in behavioral medicine/health counseling in the corporate world render HRD and business consultation even more promising. The 1983 Society of Behavioral Medicine conference highlighted health promotion, stress management, and risk reduction programs for business and industry.

Gerontological counseling has received some attention in the literature; however, it has seemed to develop more slowly than respondents predicted in the present survey. Perhaps the lack of sociopolitical power of this group and/or personal issues with aging among program designers impede the development of this important specialization. However, ongoing successes in biofeedback technology, neuropsychological assessment, and cognitive retraining technology should contribute to gains in gerontological applications among behavioral counselors.

The results and implications of this survey identify promising developments and training needs for counselor education. Programs and departments that wish to respond to emerging trends should consider offering specialized coursework, practical training, internships, continuing education, and informal learning opportunities to students and graduates. Training in behavioral medicine/health counseling, marriage and family therapy, and human resources development should be implemented immediately. The projected significance of cognitive behavior modification and gerontological counseling in counselor education should receive further exploration.



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# APPENDIX

## BEHAVIORAL COUNSELOR QUESTIONNAIRE

1. School/Program: \_\_\_\_\_
2. Your Name: \_\_\_\_\_  
Your Title: \_\_\_\_\_
3. Whom do you train in your program? (Check all that apply)
 

|                                                            |                                                             |
|------------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Ph.D. Practitioners               | <input type="checkbox"/> College/University Counselors      |
| <input type="checkbox"/> Ed.D. Practitioners               | <input type="checkbox"/> Mental Health Counselors           |
| <input type="checkbox"/> Post-Master's/Ed.S. Practitioners | <input type="checkbox"/> Agency Counselors                  |
| <input type="checkbox"/> Master's Level Practitioners      | <input type="checkbox"/> Rehabilitation Counselors          |
| <input type="checkbox"/> Paraprofessionals                 | <input type="checkbox"/> Personnel & Guidance Specialists   |
| <input type="checkbox"/> Counseling Psychologists          | <input type="checkbox"/> Marriage & Family Counselors       |
| <input type="checkbox"/> Counselor Educators               | <input type="checkbox"/> Other Specialists (Specify: _____) |
| <input type="checkbox"/> School Counselors                 |                                                             |
4. Would you classify or describe your program as primarily behavioral in orientation? (Check one)  
☐ Yes      ☐ No
5. Would you describe your personal practice theory or treatment orientation as behavioral? (Check one)  
☐ Yes      ☒ No
6. To what professional organization(s) do you devote major allegiance?  
Write name(s) in blank) \_\_\_\_\_
7. Which of the following emphases are likely to grow on a national basis or represent major trends in behavioral counseling in the next 3 years? (Rank top one to three with "1" representing first choice)
  - ☐ behavioral medicine/health counseling
  - ☐ gerontology/gerontological counseling
  - ☐ substance abuse/alcoholism counseling
  - ☐ marriage and family therapy/counseling
  - ☐ cognitive behavior modification/therapy
  - ☐ behavioral group therapy/counseling
  - ☐ sex counseling/therapy
  - ☐ community consultation/research
  - ☐ human resources development/industrial-business consultation
  - ☐ biofeedback/self-regulatory therapy
  - ☐ applied behavioral analysis/systems approach
  - ☐ other (Specify: \_\_\_\_\_)
  - ☐ none of the above (Comments: \_\_\_\_\_)
8. If you were to add one essential graduate course to the curriculum of your program, what would be its content or title? (Briefly describe in blank)  
 \_\_\_\_\_  
 \_\_\_\_\_
9. What is the nature or title of your most innovative program emphasis or specialization? (Briefly describe in blank)  
 \_\_\_\_\_  
 \_\_\_\_\_
10. What is the one book that is indispensable in the training of a behaviorally-oriented counselor? (Write title in blank)  
 \_\_\_\_\_  
 \_\_\_\_\_

## HEALTH COUNSELING: A PARADIGM SHIFT FOR COUNSELOR EDUCATION

Margaret L. Fong

The holistic perception of humans has spawned a new area of study called health counseling, an amalgam of elements from psychology, medical sociology, and health education. Counselor education programs need to address this holistic view by making a paradigm shift from emphasis on mind and behavior to mind-body-behavior interactions. Two major challenges to counselor education are (1) to incorporate this holistic perception throughout the curriculum, in prerequisites, course content, and practicums; and (2) to develop a health counseling subspecialty to prepare health counselors. Suggestions are offered regarding the changes that would be required to achieve these goals.

At first glance the term "a paradigm shift" may seem a little pretentious, as health counseling usually is seen merely as a new subspecialty in counseling. This narrow viewpoint is probably true now, but health counseling will assume far greater importance in future counselor education in terms of how an individual is conceptualized and assisted to change by the counselor. The increase in knowledge about mind-body relationships as related to overall good health requires counselors to make a drastic shift in the way they view individuals. No longer can counselors maintain the dualistic viewpoint that mind and body function separately and independently. In sum, counselors can no longer be "mind" specialists. This paper will discuss the challenges health counseling presents to counselor education.

Growing up in the late 1940's and early 1950's, most counselors were trained to value scientific evidence. If you are feeling ill, go to the doctor; if the doctor can't find anything physically wrong, then it must be all in your mind. Reflecting the separation of mind and body, physiology in the 1950's delineated two branches of the

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nervous system: the central nervous system under the direction of conscious control, and the autonomic nervous system, so named since it was thought to operate independently of conscious control. Counseling developed and grew during this period, defining itself as a field concerned primarily with the study of behavior, mental abilities, and functional aspects of behavior. Counseling became one of the mind specialties. Counselor education programs, like other disciplines at the time, accepted the concept of the separation of mind and body, as revealed in course offerings. In fact, mind-body dualism was taken for granted and shaped the way counselors thought and acted in the classroom and with clients. Most of today's counselor educators, including this author, have been shaped by this construct of reality. For counselor educators to conceptualize, organize, and teach counseling theory and approaches in other than a dualistic way is, consequently, very difficult.

The holistic perception of humans has spawned a new area of study called health counseling. Inherently interdisciplinary—an amalgam of elements from psychology, medical sociology, and health education—the goals of health counseling are to promote health and prevent dysfunction in healthy children and adults. Matarazzo gives a clear definition of health psychology (insert counseling) as:

the aggregate of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotion and maintenance of health, illness, and related dysfunction. (1982, p. 4)

The growing interest in health counseling within counselor education is reflected by the recent formation of the Health Counseling Task Force by ACES in 1982.

A sampling of research reports within the past two years reveals the great impact of the holistic approach. One study found that teaching asthmatic children self-management skills in the classroom consistently resulted in decreased use of medication and reduced school absenteeism (Creer, 1982). Another revealed that when daily exercise was combined with counseling to increase the individual's sense of personal involvement with life, the individual achieved greater stress reduction than from either approach alone (Kobassa, Maddi, & Puccetti, 1982). These and other studies increasingly support the construct that the interaction of the mind and body is real. More important, this conceptualization of the individual is resulting in powerful new approaches to behavior change. One must conclude that it is important to view individuals as "mind-body complexes ceaselessly interacting with the social and physical environment in which they are embodied" (Lipowski, 1977, p. 234).

The emergence of the field of behavioral health and health counseling thus presents two major challenges to counselor education: (1) a conceptual shift to incorporate a holistic perspective of the individual in all parts of the curriculum; and (2) the development of a health counseling subspecialty to prepare health counselors.

First, not to incorporate a holistic perspective into any course dealing with people is like continuing to organize astronomy and geography courses on the assumption that the earth is flat (or in this case, on the basis of the mind only) because it is easier than changing. To accomplish this shift in the conceptualization of the individual in coursework and supervision, counselor educators and supervisors must first change their views.

Answer this little quiz:

1. When you make assessments of an individual do you take into account nutrition, presence of chronic illness, exercise, and sleep?
2. When you supervise trainees, do you encourage them to consider the whole person or just the behavior in psychological terms?
3. When you teach counseling theories, does at least one of the theories of human change that you emphasize encompass the body (physical) as well as the mind (psychological)?

If you answered any of these "No," then you need further professional reading and workshops on the aspects that directly touch your area in counseling.

The first challenge, shifting to a holistic perspective in counselor education programs, suggests several crucial areas for attention and change: prerequisites, course content, and practicums. Prerequisites for entry into most graduate counselor training programs consist of courses in personality, human development, and abnormal psychology. These courses, all "mind" courses, are thought essential as a groundwork for understanding the individual. Admittedly, they are valuable; yet the result is a genuine deficiency in preparation. At present, it is not unusual for students to be learning about stress management with the expectation that they will lead stress reduction groups; yet they possess little or no understanding of nutrition, blood circulation, and the nervous system—all parts of the stress response. Clearly, prerequisite courses in human biology and nutrition would round out students' backgrounds and prepare them for the integration of mind and body within counseling.

Integrating a holistic approach into the content of counselor education courses is another aspect needing change. Counseling theories courses should include holistic counseling theories that attempt to describe mind-body interactions. Lang's (1979) theory that change occurs only when there is both visceral and psychological arousal is one example of a more holistic theory of change. Another crucial area is assessment of the individual. The initial interview approach should encompass appraisal of the individual's patterns of daily living (sleep, eating, work, exercise) and any illness or handicap. Students need to understand how illness affects behavior and vice-versa. To meet this need, psychological assessment instruments are being developed that assess both the mind and body (see Gatchel & Baum, 1983, for an introduction to these).

Practicums are the third curriculum area where students can be assisted to conceptualize and counsel in a holistic manner. Practicum sites that implement a holistic approach, such as Wellness Centers and schools and agencies using interdisciplinary teams, and settings that want to change in this direction would both be excellent practicum settings.

The second major challenge to counselor education is the development of health counseling as a subspecialty within counseling. Before such programs are eagerly added, careful thought has to be given to what health counseling is, what knowledge and skills are required, and what resources exist to teach them. Effective health counseling requires not only basic counseling competencies but also knowledge and skills not normally found in counselor education programs. An effective health counselor should possess knowledge in the human sciences, an understanding of health care systems, and specific information regarding health counseling interventions. In addition to the counseling core courses a program in health counseling should include physiology, nutrition, and courses in adult growth and development that include biological development and health care delivery.

Counselor education should also include a course in cognitive-behavioral theory with particular emphasis on self-management techniques. Most of the successful approaches to date in behavioral health and wellness have their foundation in cognitive-behavioral psychology (Wilson, 1980). Knowledge of assessment methods particular to health counseling, such as measures of stress, pain, and coping, is also needed. This could be included in a required health counseling course or sequence of

courses (similar to marriage and family) taught by faculty with health counseling experience. Finally, counseling practicum and internships must be available to students, since students need to implement what they have learned. Without the program, university, and community resources to provide all of the above, it would be difficult to prepare a health counselor adequately.

If such a program is implemented, there is still the question of where these specialists will practice. Many students enthusiastically see themselves working in major medical centers. Unfortunately, it is unlikely that health counseling will prosper in inpatient medical settings. Presently many territorial battles are being waged over who provides the counseling in medical settings. Aspects of health counseling are presently being offered by social workers, clinical psychologists, clergy, health educators, and nurses. All these disciplines are interested in role expansion and have either historical ties or a medical knowledge base upon which to build.

School and work (other than medical) settings have been the traditional domains of the counselor. Within such settings exists a promising future for health counseling. Wellness programs, lifestyle programs, employee assistance programs, adult continuing education courses, and college counseling centers all are looking for counselors familiar with stress, coping, exercise, and weight management. In Megatrends, Naisbitt (1982) describes the shift of the general public from dependence upon institutional medical help to self-help. Americans are looking to schools and their employers to provide information and facilities to assist them in caring for themselves and for their children. These are settings that require a blended educational-supportive-therapeutic approach to counseling—the level of helping that counselors are trained to provide. Within such settings health counseling will flourish.

In summary, counselor education needs to make a paradigm shift from an emphasis on the mind and behavior to mind-body-behavior interactions, so as to bring the training programs up-to-date with current knowledge of human behavior. Making the shift calls for both professional development of counselor educators and curriculum modifications. Health counseling as a specialty has a bright future in counselor education programs. Both schools and industry will be developing health-oriented programs and will need health counselors. Health counseling programs do



require additional knowledge and skills not normally found in counselor education programs. Thus counselor education programs will need to plan carefully for the development of a health counseling specialty within the total educational experience.

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## STATE-OF-CONSCIOUSNESS COUNSELING: AN INTRODUCTION

Thomas B. Roberts

State of consciousness (SOC) means an overall style of mental functioning at any one time. There may be thousands of SOC's, and our awake state is just one of them. SOC psychology studies the relationships among experience, behavior, and state of consciousness. Psychedelic research has revealed that mystical experiences can be highly beneficial, leading to advanced moral development, and that these self-transcendent experiences can often be facilitated in healthy ways. The SOC approach to counseling, which may enhance mental health and allow deeper understanding of human development, requires that we reformulate our view of human nature to include all SOC's if we are to keep pace with current and future mental health research.

Our view of counseling and other mental health professions depends in large part on our view of human nature. During the last ten years a diverse group of intellectuals has been paying attention to a part of human nature that has previously been neglected. This characteristic is the ability to enter a variety of states of consciousness (SOC's) and to use them for a large number of purposes. The traditional approach to SOC's was to treat all of them as inferior to our ordinary state. Some states were seen as regression to childlike thinking. Others were interpreted as interesting curiosities, but of little importance. Still others were perceived as signs of neurosis or psychosis.

In the last ten years people have been asking different questions about SOC's: Do different SOC's have any practical uses? What do they indicate about the human mind and behavior? What are the implications for teaching, counseling, liberal education, the arts and sciences, and culture?

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This chapter examines the field of SOC studies with particular emphasis on its contributions to counseling and to the larger field of mental health. What views of the human mind and of human behavior come from SOC studies? What should counselors know about SOC's? How can they use SOC-derived techniques with their clients and as part of their own professional training? Given a natural, healthy human desire to explore SOC's, how can counselors help decrease the dangers and increase the benefits?

### STATE OF CONSCIOUSNESS

The concept of **state of consciousness** is becoming recognized by many intellectual leaders as an idea whose time has come. Speaking to a 1978 conference "Explorers of Humankind," Margaret Mead (1978) noted a "bubbling up of interest everywhere in all the extraordinary and special gifts that we find in some human beings," and she went on to say that the exploration of consciousness is an underlying root of this interest. At the same conference, Carl Rogers (1978) noted that there seems to be some meaning in the development of our access to alternate states of consciousness.

Because the word consciousness is used in many different ways, however, the concept of state of consciousness is often confusing. As it is used in SOC, consciousness means an overall style or type of mental functioning at any one time. Common examples are sleeping, dreaming, and wakefulness. Just as a dozen instruments can play a large number of different kinds of music, the human psychological functions can "play" a large number of SOC's. There may be many thousands of different SOC's; our usual awake state is just one of them. (Actually, it is probably a collection of many similar states or substates which we mistakenly lump together as "awake.")

Because the word consciousness has many meanings, SOC is often misunderstood. SOC should not be confused with stream of consciousness, which points to the various ideas, perceptions, memories, and fantasies of which we are aware during introspection. SOC draws our attention to different styles of mental functioning, rather than to the specific contents of our awareness. Nor should SOC be confused with the Freudian distinction between unconsciousness and consciousness. States of



being unconscious are also styles of psychological functioning, and so they are included among SOC's. They are states in which our normal sense of "I" and of outside awareness have changed; one can speak of unconscious SOC's.

Likewise, subjective awareness is not the same as SOC. Some SOC's include a sense of subjective awareness, while others don't. SOC also does not mean what happens to be on one's mind a great deal, for example, ecological consciousness. It doesn't mean the thoughts and feelings appropriate for membership in a particular group (e.g., women's consciousness or Black consciousness); nor does it mean modes of functioning based on differences between the right and left cerebral hemispheres. Finally, SOC does not mean the act of becoming aware of what one had been doing previously in an unaware state—for example, becoming aware of a particular rationalization of which one had been previously unaware. These are all legitimate uses of consciousness, but they are not **states of consciousness**.

### SOC PSYCHOLOGY

The recognition that humans have the capability of producing a great many SOC's has led to a new psychology which systematically investigates this aspect of human nature. The psychology of states of consciousness studies the relationships among experience, behavior, and states of consciousness. SOC psychology has the advantage over other current Western psychologies of including data from both behavior (observable to an outside observer) and experience (available from introspection). More than this, it includes observations from all SOC's, as well as our ordinary, awake SOC. In fact, the major variable of SOC psychology is SOC, and the major question it asks is:

How does \_\_\_\_\_ vary from SOC to SOC?

An investigator can insert whatever topic is most interesting: intelligence, personality, memory, perception, emotion, and so forth. This has the effect of expanding the legitimate domain of inquiry far beyond its current single-state bounds.

While some good research has been conducted on SOC's in current Western psychologies, notably in sleep and hypnosis, psychology in general has failed to recognize different SOC's as a primary human characteristic. It is difficult to study the SOC's of a rat. The work of Maslow, however, is one route to the study of SOC's. In his later writing, Maslow considered a stage above self-actualization as the top of his needs hierarchy. Self-actualization is topped by self-transcendence, and self-transcendence occurs in SOC's different from our usual personal states. This brought Maslow in later studies to examine states that go beyond personal states, the transpersonal states. And this was the birth of transpersonal psychology.

Personal psychologies see the main unit of existence as the individual, separate person. Other names for this separate entity are ego, person, personality, individual, self, and subject. From an SOC perspective separateness is a function of SOC. In some SOC's the material body seems to form the boundary of a person, while in transpersonal states this boundary is transcended (i.e., self-transcendence). The definition of self depends on one's SOC.<sup>1</sup>

In Maslow's needs hierarchy, one has a natural, healthy desire after satisfying one need to move up to the next. This applies to self-actualization and to self-transcendence too. Recent investigations have found that self-transcendence, far from being a sign of illness, is actually one of the most psychologically beneficial experiences a person can have if it is integrated into the overall personality structure. Thus, the transpersonal therapies recognize and facilitate these experiences, and SOC psychotherapies ask the larger question, "How do different SOC's affect mental health?" If the human mind is capable of producing a large number of SOC's, then any study of the mind which neglects these is clearly incomplete—most current personality theories, psychotherapies, and views of mental health, for example.

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<sup>1</sup>An excellent opportunity to make a substantial contribution to the transpersonal psychology (and to one's bank account besides) is developing a Transpersonal Orientation Inventory. Like the POI (Personal Orientation Inventory, which measures self-actualization), a TOI would facilitate research on self-transcendence.

SOC and transpersonal approaches to personality and mental health are beginning to appear regularly, and national mental health organizations are studying the relationships between mental health and SOC's.

### MYSTICAL MORALITY

One of the most surprising results is the finding that mystical experiences can be highly therapeutic. In fact, they can be the most psychologically beneficial experiences possible. Contrary to uninformed professional opinion, extraordinary mental health is frequently associated with such experiences. States of unitive consciousness may put one in touch with what Maslow calls the "being values," which Kohlberg (1981) names "universal moral principles." These then act as motivators for social action, global awareness, and dedicated lifework. Thus, we seem to have stumbled onto a second path of moral development, a path in addition to learning from experiences with our families, friends, school, and social interactions. Apparently, there are alternate paths of reaching the highest stage of moral development.

What would it mean to leave the world morally better off for future generations? We can imagine conquering hunger and eliminating various diseases. Freedom and equality can be extended to people who do not now enjoy them. But what would it mean to have found a path for accelerating human moral development? I can think of no finer legacy to future generations than a morally improved world. In my opinion, the relationship between SOC's and moral development is the single most promising avenue of future research. Unfortunately, the best lead in this area (psychedelic research), for most practical purposes, is illegal. This is not for scientific, mental health, or medical reasons, but for social and political reasons.

## PSYCHEDELIC RESEARCH

Among the many findings of this research is that ego-less, self-transcendent experiences can often be facilitated though by no means regularly produced. Advanced psychedelic research, as distinguished from most research published in the 1960's and early 1970's, shows that psychedelic psychotherapy offers a major way of stimulating transcendent experiences. This therapy is especially useful with patients who attempt to surpass their egos, but who know only of self-destructive or socially destructive ways of doing so—notably alcoholics, suicidal patients, and narcotic addicts. Because our culture does not offer healthy ways of transcending the ego, people are forced to select unhealthy ways. One of the new roles for counselors and other mental health workers is to offer safe, healthy ways of experiencing these states. The work of Grof (1976, 1980), Pahnke (1964), Richards (1978), and others shows the immense benefits that can be derived from psychedelic therapy done by professionally trained therapists. A wide range of problems can be ameliorated or overcome via this route. More than that, Grof's view of the mind offers a more comprehensive map of human psychological experiences than other contemporary psychologies. Any course on personality or abnormal behavior which omits Grof's map is clearly out of date.

## JUICY QUESTIONS

Each psychology has its typical questions and approaches to therapy. Freudian psychology asks about the role of the unconscious. Behavioral psychology asks how the person was reinforced or punished for various behaviors. Humanistic psychology asks about self-concept and interpersonal relations. SOC psychology asks about the relations between SOC's and the person's experience and behavior.

The relationship between memory and SOC's illustrates SOC-based questions. Memories that are not readily accessible to our ordinary state can be reached via such techniques as hypnosis, sleep recall, relaxation and imagery, electrical brain stimulation, meditation, and psychedelics and other mind drugs. What these techniques have in common is that they shift SOC. Thus, memory is dependent on



SOC. Since memory is a major influence on all learned behavior, personality formation, and behavior, when memory changes, these change too. How does memory vary from SOC to SOC? How do other psychological functions vary from SOC to SOC?

SOC psychology also recognizes that human nature goes beyond our ordinary, awake SOC into thousands of other states. Full human development requires that we gain access to all useful SOCs, in addition to our ordinary, awake state. SOC theory recognizes that when we change SOC, some human abilities strengthen while others weaken. Some abilities disappear; new ones appear. If we are to have fully developed minds, we should develop their potentials in every state of consciousness, not just our ordinary state. What are these states, and which abilities reside in them? How do we gain access to the states, and how do we learn to use the abilities which reside there?

Finally, SOC psychology questions our basic understanding of ourselves and reality. We use our minds to study and understand reality, but we basically use them only in our usual SOC. What will happen when we use several SOCs? What new information will we gain? What will we discover about reality? What will we newly understand about ourselves?

### SUMMARY

A state-of-consciousness approach to counseling requires that we reformulate our view of human nature to include all states of consciousness, in addition to our usual awake state. It demands that we study the relationships among mental health and SOCs and that we look at human capacities in all SOCs. We may find that previously rare or unusual abilities, such as parapsychological abilities, were unusual because we had not gained reliable access to the SOCs where they reside. SOC methods include hypnosis, meditation, certain aspects of biofeedback, various mind drugs (notably the psychedelics), the martial arts, spiritual disciplines, and more. Any counseling program which omits SOC studies (especially biofeedback, psychedelics, and meditation) is likely to find itself outdistanced in the next five years by programs which have kept pace with the leading mental health research. On the other hand, programs which give counselor trainees appropriate experiences with

SOCs are likely to find themselves providing leadership in the field. Counselors with these experiences will be well-positioned to make major contributions to the wider field of mental health, to the broader understanding of human nature, and to fuller human development.

A discipline gains status when it makes contributions which extend beyond its boundaries to benefit other fields of human endeavor. A major opportunity for social and intellectual leadership is ready to be grasped. On the personal, client level, SOC research offers ways of overcoming problems and of enhancing positive mental health. On the professional level, SOC training offers ways of improving professional preservice and inservice education.

Professional responsibility goes beyond serving one's clients and profession, however. At the intellectual level counseling can bring the attention of academicians and the informed lay community to the possibilities offered through SOC studies. On an even wider scope, counselors are part of the human community. Like any profession, their wider duty is to all of mankind. SOC research shows that the benefits of developing SOC's are varied and broad if they are used safely and intelligently. By showing how this can be done, the counseling profession can benefit all of mankind, present and future. We have an exceptional opportunity to be of the highest service.

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Readers who would like a syllabus for a projected course in state-of-consciousness counseling may write to the author for a copy: Department of Learning, Development, and Special Education, Northern Illinois University, DeKalb, IL 60115.

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## PROFESSIONAL RESPONSIBILITY IN A CULTURALLY PLURALISTIC SOCIETY

Patricia M. Arredondo

Cultural pluralism, the co-existence of multiple cultural groups, runs counter to the melting-pot theory of absorption and assimilation and suggests flexibility, diversity, and fluidity with allowances for individual and group expression. Three training resources, appropriate for use in pre- and inservice training, are discussed that may serve to promote better understanding of the individual/human dimension in contemporary U.S. culture. Participants using these training materials learn about their world view, their historical background, and their level of awareness regarding human rights concepts. To be professionally responsive to cultural pluralism requires commitment and visible leadership in being accountable for those areas and populations that have traditionally been ignored. The human factor and the cultural milieu cannot be separated, and we as professionals have the responsibility of promoting cultural consciousness in ourselves, our students, and our clients.

### INTRODUCTION

To be professionally competent in a culturally pluralistic and technologically oriented society is a task of major complexity. It suggests the need to be knowledgeable about historical events and contemporary developments in political, educational, psychological and technological areas, both on a domestic and international scale. It also means knowing what questions to ask and how to make meaning of these evolving and spiraling phenomena.

The impact of the demands of cultural pluralism and fast-paced technological developments on counselor training and practice is no less. The Standards for Preparation in Counselor Education (1979) set forth specific training program objectives. One such objective is designed to "reflect the needs in society that are repre-

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sented by different ethnic and cultural groups served by counselors and other personnel-service specialists" (p.3). The implications and importance of this statement are self-evident in this country where the rights of previously disenfranchised groups, e.g., ethnic/racial minorities, women, gays and lesbians, the elderly, and the handicapped and disabled, are now protected. At the 1983 Flagship Conference sponsored by the Association for Counselor Education and Supervision (ACES), there was active dialogue regarding the professional response to both sociocultural issues and technological demands. The consensus suggested a need to understand the needs arising from both areas, the roles of academic institutions in more effective preparation of counselor trainees, and the responsibility of professional bodies such as ACES in establishing and regulating relevant standards.

The purpose of this article is to introduce three training-related resources that may serve to promote better understanding of the individual/human dimensions in contemporary United States culture. Intended for use in counselor training and practice, they include the world views model of Derald Wing Sue (1978), a Multi-Factor Needs Assessment (Arredondo, 1983), and a Human Rights Concepts Checklist (Stadler, 1983). These lend themselves as tools for examining self and others' perspectives and for planning culturally appropriate counseling interventions. A further objective is to prepare culturally effective counseling professionals (Arredondo & Gonsalves, 1980).

Preceding the resources section will be a brief discussion of cultural pluralism and an accounting of socio-cultural and political trends occurring in this country. Coincidentally, these events have been and are currently within the purview of the Human Rights Committee of ACES. To a certain extent, the profession has already begun to address these issues. While the groundwork is there, a continuation and expansion of these efforts is imperative to ensure professional responsiveness and leadership.

## DEFINING CULTURAL PLURALISM

Culturalism pluralism can be defined as the co-existence of multiple cultural groups, that is, ethnic and racially different populations. In the United States, the notion of cultural pluralism counters that of the melting-pot/assimilation theory that has long been used to describe the settlement of immigrants in this country. The melting-pot theorists, led by Robert Park of the University of Chicago, began their research in the 1910s, when well over one million immigrants were entering the country (Steinberg, 1981). Park (Steinberg, 1981) proposed a three-stage cycle leading to absorption by the dominant culture. These included contact, accommodation, and assimilation. Park described assimilation as "less than total obliteration of ethnic differences" (p. 47). Rather, he saw it as a "superficial uniformity" between the minority and dominant groups that could "conceal difference in 'opinion, sentiments, and belief'" (1981, p. 47). Ultimately, however, these stages would lead to amalgamation which would occur through interbreeding and intermarriage. Interestingly, the melting-pot theorists wrote at a time when ethnic groups were most identifiable and collectively settled throughout the country.

Support for cultural or ethnic pluralism gained momentum in the early 1970s, on the heels of landmark Civil Rights legislation in 1964 and the American Black movement. Ethnic awareness and ethnic preservations became acceptable. Books such as Beyond the Melting Pot (Glazer & Moynihan, 1970), The Decline of the WASP (Schrag, 1971), and The Rise of the Unmeltable Ethnics (Novak, 1971) heralded the "triumph of ethnicity over the forces of assimilation" (Steinberg, 1981, p. 49). These self-proclaimed spokespersons for ethnic consciousness and preservation were not, however, representative of politically ascribed minority groups. Gunnar Myrdal characterized the movement as that of "an upper-class intellectual romanticism" (1974, p. 30) led by white ethnics, not racial minority people for whom realities about living in the United States were quite different.

According to Pycior (1983), cultural pluralism is "essentially ideology" (p. 25), much like the assimilation position. She contends that both pluralism and assimilation fail to "reckon with the mutual transformations of immigrants and other Americans in the face of industrial upheaval" (p. 25). The point is that a culturally diverse population is not static. There is a continuous interrelated process among



persons within a historical and political context. The concept of cultural pluralism does suggest flexibility, diversity, and fluidity with allowances for individual and group expression. This historical backdrop serves to introduce a series of facts that point to the culturally pluralistic society which in fact we are. A few statistics will indicate trends occurring among the population in the United States.

#### CULTURAL AND POLITICAL TRENDS

1. About one million people a year move to the United States (Adler, et al., 1980). These include those described as refugees from Indochina, Cuba, the Soviet Union and Eastern Europe and Haiti. Politically, groups such as the Haitians and the new Cuban arrivals have been categorized as undocumented.

2. According to the U.S. Bureau of the Census (1980), about 14.6 million persons identify themselves as Hispanic or of Spanish origin. This is a 61% increase over 1970. Other estimates which take into consideration census undercount, increase from births, and legal as well as undocumented immigration, indicate that probably more than 23 million Latinos live in the United States today (The Condition of Education for Hispanic Americans, 1980). It is projected that by the year 2000, the number of Latinos will reach 55.3 million.

3. As of November, 1978, more than 170,000 Indochinese refugees had come to the United States (Montero, 1979, p. 4).

This is not a comprehensive accounting of the ethnic and racial minority group distributions in the United States, but it does highlight those groups that are more visible and growing. Other trends need to be noted.

4. The Black political force in major American cities is impacting the nation. This leadership visibility in Chicago, Atlanta, Los Angeles, Detroit and Philadelphia represents a groundswell for joining forces among historically disenfranchised groups.

5. The National Gay Task Force (NGTF) nationally represents the political realities confronted by an emergent "minority" group. According to Virginia Appozzo, head of the Task Force, "it is not enough for lesbians and gays to gain access to basic human rights—it's going the next step and getting results that matters now" ("Leading Means Serving," 1983, p. 22).

Political events in this country often interface with and impact educational progress. Two such examples describe this point: (1) The Reagan administration by its actions is seemingly turning back the clock and the U.S. Constitution with respect to civil rights. It is accepting "segregated" schools as a "remedy" to counter court-ordered busing for school desegregation (Lewis, 1983); and (2) The Women's Educational Equity Act of 1974 that has funded long-needed research for girls and women is targeted for elimination by the administration—in spite of a Congressional mandate, it has dropped funding for research on equity as a major priority of NIE (AERA Committee on the Role and Status of Women, 1983, p. 14).

The examples presented are not exhaustive. They do serve, however, to highlight the complexity of contemporary life and the challenges to professionals, such as ourselves, whose role is to deal directly with the lives of students, clients, their families, staff and others. We have major professional responsibilities because of our positions and their functions, and therefore, a compelling need to be socially responsive individuals.

For the past three years, the Human Rights Committee of ACES has proactively pursued the development of cultural consciousness for its membership. In so doing, it has begun to unify efforts around concerns for previously disenfranchised client populations. Specifically targeted are the aging/elderly, ethnic and racial minority groups, gays and lesbians, disabled and handicapped, and women. Human rights training materials and bibliographies (Arredondo, 1981; Arredondo & Gawalek, 1982; Arredondo & Okoawo, 1993) have been developed in direct response to the needs of these groups as well as to assure the protection of every individual's basic human rights.

To be presented in the next section are a conceptual model of world views as proposed by Derald Wing Sue (1978); a needs assessment of individual and contextual factors (Arredondo, 1983) that incorporates many of the factors suggested for consideration by Sue; and a human rights checklist (Stadler, 1983) developed by the Human Rights Committee of ACES for use in counselor training. While these three resources grew out of work particularly with reference to ethnic, racial and sexual minority groups, they have relevance for application with all people. They are generic. Brief descriptions will be made and sources of additional information will be provided.

## TRAINING-RELATED RESOURCES

### World Views

The conceptual model of world views introduces four perspectives for understanding human differences (see Figure 1). Sue (1978) postulates four world views based on the concepts of locus of control and locus of responsibility. A world view may be defined as "how a person perceives his or her relationship to the world (nature, institutions, other people, things, etc.)" (p. 419). They correlate with one's cultural upbringing and life experiences. While these views are discussed in terms of racial and ethnic minorities, it is important to recognize that economic and social status, religions, and sex are interactional factors of a world view.

For the counseling professional, it is important to know one's own view(s) as well as that of the client. The four are:

1. Internal Locus of Control-Internal Locus of Responsibility (IC/IR)
2. External Locus of Control-Internal Locus of Responsibility (EC/IR)
3. External Locus of Control-External Locus of Responsibility (EC/ER)
4. Internal Locus of Control-External Locus of Responsibility (IC/ER)

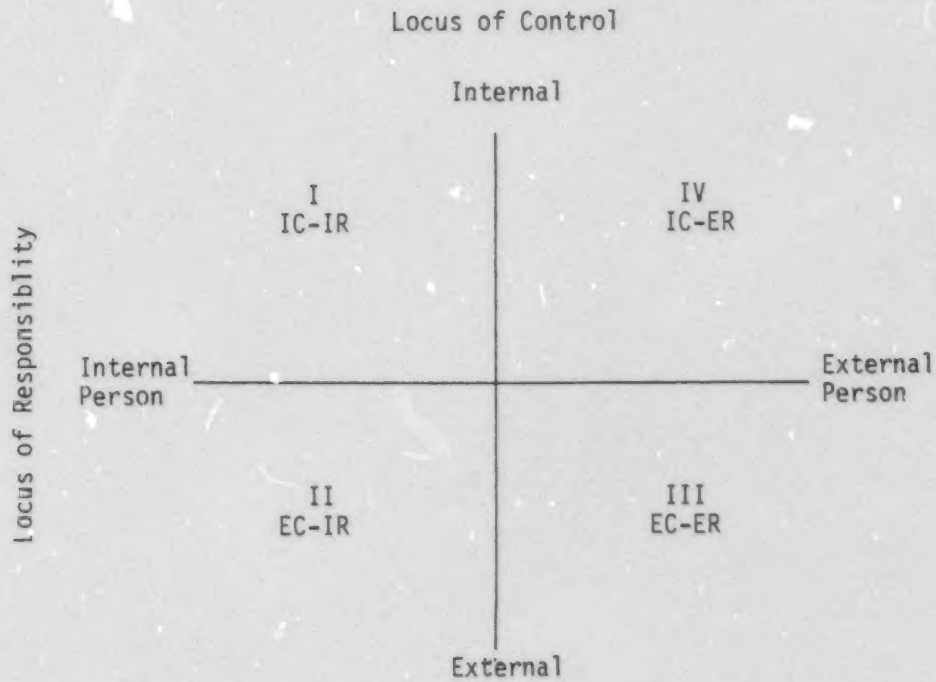
The IC/IR category is representative of most Western approaches to counseling and of most counselors. Because of their training, counselors are of the opinion that persons are responsible for themselves. Examples of this person-centered problem kind of thinking are the many widely advertised self-help approaches. Here, the responsibility for change lies with the person—in counseling, with the client.

An IC/IR counselor would likely be culturally encapsulated and thus not effective with those holding other world views, particularly minority clients. This position that attributes a problem as residing in the person excuses society's influence or situationally relevant factors.

EC/IR individuals typically accept the "dominant culture's definition for self-responsibility but have very little real control over how they are defined by others" (p. 423). Rather than feeling competent about being bicultural, persons are made to feel marginal because of the dominant-subordinate relationship between two cultures. Immigrants are examples of individuals in this quadrant. They arrive with

Figure 1

World Views Model





an established sense of self, with ambitions for what they want to accomplish here, but are ascribed a status and often controlled by external political forces.

The EC/IR minority client might prefer white counselors, perceiving them as more competent and desirable than someone of their own background. This may reflect their marginal and self-hate status. A discussion of feelings might threaten EC/IR clients as they come to realize "that they cannot escape from their own cultural heritage" (p. 424). An IC/IR counselor could easily exacerbate the conflict for the individual. The tasks of the culturally effective counselor would be (a) to assist the client in understanding the political forces that have created this dilemma, and (b) to assist the client to distinguish between "positive attempts to acculturate and negative rejection of one's values" (p. 424).

The EC/ER person may react to feelings of oppression with what is termed "learned helplessness" (Seligman, 1975). In the face of continuous discrimination and prejudice, they take a "don't rock the boat, keep a low profile, and survive at all costs" attitude (Sue, 1978, p. 424).

EC/ER clients are likely to defer to the white counselor as the authority. They are unlikely to accept the IC/IR thinking suggested to them that says that they can determine their own fate. If so, the IC/IR counselor will see the minority client as being passive and lacking in ego-strength. The most helpful approaches would be "(a) to teach the clients new coping strategies, (b) to have them experience successes, and (c) to validate who and what they represent" (p. 425).

IC/ER individuals have a sense of inner control and an understanding that they have inherent strengths rather than inhibiting limitations. They realistically recognize that there are external barriers such as prejudice, discrimination and exploitation that may impede their attainment of established goals. Rather than settling for this circumstance, however, IC/ER people would more typically be social-action oriented, attempting to effect change for themselves and others.

It is the IC/ER minority client who will likely challenge the counselor's credibility and trustworthiness, seeing him/her as a representative of the establishment that oppresses minorities. They may also play a more active role in the counseling process, demanding action from the counselor. The IC/IR counselor may feel intimidated and ineffective and perceive the client as hostile and undermining the therapy.

### Multi-Factor Needs Assessment

The original purpose of the Multi-Factor Needs Assessment (Arredondo, 1983) was for use as an intake tool with immigrant women prior to counseling (see Figure 2). From this writer's experience in counseling with immigrant young adults, families, and more recently women, determination of specific individual and contextual factors is necessary to planning an appropriate counseling intervention. Further, the data provide a brief biographical view of the person and his/her past and current environment. For example, knowledge about a woman's home country, its political climate, and historical evolution may possibly explain why she left, what occupation she held, and her level of educational attainment. It is this cultural background that allows one to see the woman beyond her immigrant status with many of its inherent limitations. Strengths emerge through a more complete needs assessment/intake process.

The Needs Assessment can also be used in conjunction with the world views model. Both the individual and contextual factors provide data that may serve to explain one's sense of locus of control and locus of responsibility. For example, for a man of retirement status who grew up in the Depression and whose family were Italian immigrants who arrived in the United States at the beginning of the century, the issue of forced early retirement because of economic instability may precipitate an identity crisis. A culturally unaware counselor may not understand why the man feels a lack of self-respect and a sense of failure for losing his job. Detailed information provides a more complete picture of the man as well as the social, cultural and historical factors that impact his life.

A secondary use of the Needs Assessment is in teaching. This writer has incorporated the instrument into counselor training courses, requiring that students themselves complete it as a means of self-assessment. In the processing of the data, considerable individual and group learning occurs. Individuals seem to gain an improved self-understanding of their own history and demographic identifiers, as well as those of others. Ultimately, they seem to approach their work with clients with a more culturally aware and sensitive attitude.

Figure 2

Multi-Factor Needs Assessment

|                                                                                                                                                                                                                                                                                               | Contextual Factors |                      |                   |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------|-------------------|-----------|
|                                                                                                                                                                                                                                                                                               | Historical<br>Era  | Political<br>Climate | Family<br>Systems | Community |
| <u>Individual</u><br><br>Age/Developmental Stage<br>Education<br>Economic Status<br>Occupation<br>Ethnicity<br>Language<br>Race<br>Sexual Orientation<br>Cultural Values<br>Health: Physical and Mental<br>Roles as a Woman/Man<br>Entry Status: Immigrant,<br>Illegal Entrant, or<br>Refugee |                    |                      |                   |           |

### Human Rights Concepts Checklist

This checklist (see Figure 3) was developed (Stadler, 1983) for use by the Human Rights Committee of ACES. It is a quick means of determining the extent to which the eleven human rights concepts are addressed in particular courses. Though the tool requires refinement and more extensive use to determine its usefulness, the Committee believes it enables both counselor educators and trainers to assume joint responsibility regarding human rights issues. The checklist is included here so that interested parties may use it in their courses. Additional forms may be secured from the author.

### SUMMARY

The task of professional responsiveness calls for commitment and visible leadership. It means being honest and accountable for those areas and populations that historically have been overlooked. Ironically, cultural pluralism is not a new phenomenon. It seems that now the counseling profession, particularly ACES, sees the need to take stock of the data about ethnic and racial groups and other minority populations, e.g., women, the elderly, gays and lesbians, and the handicapped. The apparent surge forward on some fronts does not reflect overall trends, however, as the following points will demonstrate.

1. Emphasis on gerontological counseling seems to be making headway. According to a recent survey (Myers, 1983), 37 percent of counselor education programs nationwide offer coursework specializing in training counselors to work with older people. Not surprising, it was described by C.G. Wrenn (1983) as an "emerging face of counseling" (p. 325) and in the same issue as a "highly probable" trend in counseling (Daniel & Weikel, 1983, p. 328).

2. In October, 1977, PL 94-142, became effective, legislating that all handicapped children be provided free and appropriate public education. Accordingly, this would require the school counselor, in particular, to be at the center of educational service delivery (Sproles, 1978). Counselor preparation on a preservice and inservice level was suggested as a means to broaden knowledge in this area. Surprisingly, the



Figure 3

HUMAN RIGHTS CONCEPTS

COURSE NAME \_\_\_\_\_

MASTERS LEVEL \_\_\_\_\_ DOCTORAL LEVEL \_\_\_\_\_

Please assess the level of emphasis on the following Human Rights Concepts within this course by placing the number corresponding to the level of emphasis in the space adjacent to the concept.

| 5                                                    | 4                                                     | 3                                                     | 2                                                               | 1                                               |
|------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------|
| <u>MAJOR EMPHASIS</u>                                | <u>STRONG EMPHASIS</u>                                | <u>MODERATE EMPHASIS</u>                              | <u>LITTLE EMPHASIS</u>                                          | <u>NO EMPHASIS</u>                              |
| (All of course instruction devoted to this concept.) | (Much of course instruction devoted to this concept.) | (Some of course instruction devoted to this concept.) | (A minimal part of course instruction devoted to this concept.) | (No portion of course devoted to this concept.) |
| _____                                                | 1-Prejudice                                           | _____                                                 | 7-Ethnocentrism                                                 |                                                 |
| _____                                                | 2-Discrimination                                      | _____                                                 | 8-Classism                                                      |                                                 |
| _____                                                | 3-Inequality                                          | _____                                                 | 9-Heterosexism                                                  |                                                 |
| _____                                                | 4-Ageism                                              | _____                                                 | 10-Religious Bias                                               |                                                 |
| _____                                                | 5-Racism                                              | _____                                                 | 11-Handicap Disability                                          |                                                 |
| _____                                                | 6-Sexism                                              |                                                       |                                                                 |                                                 |

disabled and handicapped were not cited as one of the emerging faces of counseling (Wrenn, 1983) nor as a trend in counseling (Daniel & Weikel, 1983). The latter cited an emphasis on counseling for special groups (i.e., minorities, women, marriage, divorced parents) as "highly probable" (p. 328).

Equating the counseling needs of minorities, given the cultural diversity earlier described, with those of couples and divorced parents is quite illogical and very disappointing. It speaks to the lack of understanding and knowledge by counseling professionals, indeed a serious limitation. This example serves to remind all of us that the tasks at hand are many. While we cannot be equally effective generalists and specialists, we need to recognize what we do not know and learn how to find necessary resources. These aids/resources are human, academic, and technological. It is how we access and apply them that ultimately matters.

The comments of two non-counseling writers seem appropriate here.

Joseph Weizenbaum, author of Computer Power and Human Reason (1976) reminds us that computers are simply tools, pedagogical instruments that may serve us as agents for change. Machines are functional additions, life prostheses, not substitutes for the uniqueness and intellectual capacity of the human brain. For the intelligence of computers will always be "alien to genuine human problems and concerns" (p. 223). In a current bestseller, In Search of Excellence (Peters & Waterman, 1982), the authors describe eight basic practices characteristic of their sample of America's best-run companies. Many of the emergent ideas are typical of common practices in successful Japanese corporations. While the authors do not argue to invalidate the models that guide the operations of American corporations, they do suggest that a balance between a traditional rationalistic and a human relations model of management is desirable. This then means developing new insights and ultimately more effective ways for improving the human condition of all persons.

The relevance for counseling advancement is implicit in both examples. The human dimension and the cultural milieu cannot be separated. We need to approach the pluralistic and technological future with both culturally and cognitively diverse perspectives. In this article, three resources were cited as applicable to counselor training and practice. I have introduced them on both a preservice and inservice level and the response has always been overwhelmingly enthusiastic. Participants immediately see the practical application to their work with diverse client popula-

tions. Moreover, they recognize their value in reference to themselves. They learn about their world view, the historical factors in their background, and their level of awareness regarding human rights concepts. To be professionally responsive means social action now. We need not go far to do it, however; the first step is with and by ourselves.

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## AN ALTERNATIVE TO REARRANGING OUR PREJUDICE

Richard L. Hayes

The counseling profession and the entire field of psychology are experiencing an identity crisis, attested to by the proliferation of articles in recent professional literature devoted to this struggle for some unifying method or theory. A major problem stems from our inclination to adopt an "either-or" stance, to advocate the supremacy of one or another polar choice. What is emerging is a system-oriented paradigm that synthesizes opposing theoretical positions. Suggestions are offered as to the directions our profession should take to eliminate dualistic thinking and behavior and foster collaboration among all peoples and the earth.

Counselor education, the counseling profession, and the entire enterprise that identifies itself as psychology, are undergoing an identity crisis. Increased emphasis upon licensing, calls for program renewal, administrative reorganizations, attempts to develop new markets, polls for new organizational names, and the appointment of task forces or the proliferation of ad hoc committees are all appropriate guild behavior for a profession seeking both to extend and to discover its boundaries. That professional psychology, in all its forms, is in chaos cannot be denied (see, for examples, Fox, Barclay, & Rodgers, 1982; Royce, 1982; Staats, 1981). And, whether one views the current crisis as a destructive threat or as a constructive challenge, few can doubt its very real existence. The observation that psychology is an immature theoretical discipline with no single unifying method or theory has led some to the conclusion that modern psychology is neither a science nor a profession (see, for example, Koch, 1981). As for the products of our research, none perhaps has been more critical than Koch (1980):

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We psychologists have held forth to humanity some of the most grandiose promissory notes ever issued by a field of scholarship. What we have thus far delivered is miles and miles of half-meaningful prose which has conveyed quarter-truths and eighth-truths, and un-truths covering the human condition in a sordid patois of tarnished scientific imagery. Our "gift" has been a progressive obfuscation of what man already knows about his own condition. (p. 231)

Charting the course and proposing resolutions to psychology's identity crisis (as I have chosen to characterize it), a preoccupation of many of our colleagues, has grown into a cottage industry of sorts. Even a casual review of the contents of the American Psychologist over the past few years shows the abundance of articles that deal with this issue. The titles themselves are revealing: "New Directions in Socialization Research" (Baumrind, 1980), "Two Worlds of Psychological Phenomena" (Fiske, 1979), "The Foundations of Professional Psychology" (Fox, Barclay, & Rodgers, 1982), and "An Asocial Psychology and a Misdirected Clinical Psychology" (Sarason, 1982), for examples.

So that we who call ourselves counselors are not left with the impression that this struggle is a preoccupation merely of **those** psychologists (often referred to as **real** psychologists), consider that no fewer than five recent issues of the Personnel and Guidance Journal were devoted especially to major changes occurring in the field (Aubrey, 1980; Hennessey, 1980; Minor, 1981; Remer, 1981; Stilwell, 1980). Or consider the fact that the Journal of Counseling Psychology recently published its first ever case study (Hill, Carter, & O'Farrell, 1983a), followed by two reviews (Howard, 1983; Lambert, 1983), followed by a reply to the reviewers (Hill, Carter, & O'Farrell, 1983b). And if you think the debate is over, read the recent issue (April 1983) of the American Psychologist in which the authors of the first three articles either defend some position in (Mook, 1983), propose a model for resolving (Tyler, Pargament, & Gatz, 1983), or draw implications from (Manicas & Secord, 1983) the current controversy. Finally, if you believe that only counselors are concerned about the relationship between their identity and their activities, consider that two recent issues of the Educational Researcher contain attempts to clarify the path and the future direction of research (Eisner, 1983; Phillips, 1983; Smith, 1983) for those of us who consider ourselves to be educators as well.

This activity in search of psychology's primal theory and method amounts to nothing less than what Kuhn (1970) has labeled a paradigm shift, that is, a revolution

in the conduct of "normal science." Consider Kuhn's description of the events that lead to such a revolution.

When...an anomaly comes to seem more than just another puzzle of normal science, the transition to crisis and to extraordinary science has begun. The anomaly itself now comes to be more generally recognized as such by the profession. More and more attention is devoted to it by more and more of the field's most eminent men. If it still continues to resist...many of them may come to view its resolution as the subject matter of their discipline (Kuhn, 1970, pp. 82-83).

Yet what is the anomaly that is coming to be recognized by so many? And how is it that this crisis, which blurs the boundaries of our paradigms, is leading to a loosening of the rules for normal research (Kuhn, 1970)?

It would not be too much to say that historically psychology has failed to resolve the dichotomy presented by advocating the supremacy of one or the other polar choice as represented by some dualism. As John Dewey (1963) noted some 45 years ago: "Mankind likes to think in terms of extreme opposites. It is given to formulating its beliefs in terms of Either-Ors, between which it recognizes no intermediate possibilities" (p. 17). Each of us has our own favorites in the struggle exhibited in the journals, textbooks, and the printed legacy that are our profession: theory-practice, apparent-real, internal-external, structure-function, mind-body, organism-environment, self-other, and so on, and so on, and....

### THE BASIC DUALISM

An understanding of the current crisis requires a brief detour to examine the alternative positions consistently set out against one another. Although described by many authors in great variety (Hempel, 1966), their essence can be characterized simply. In one view, reality is seen to exist external to the individual who in the course of development attempts to know that external reality by internalizing some copy of it. This mechanistic world view relegates humankind to the role of a passive recipient who plays no part in determining the form of what is known. Research from this positivist position takes the form of confirming a correspondence between



external reality and that reality held by the individual. The other position, at its extreme, holds that knowledge, its structure, and its development, are inherent in the biological makeup of the individual. The individual, seemingly active, is in actuality a servant of his or her biology in acting out a predetermined developmental sequence.

More recently, through some rapprochement or integration, attempts have been made to reconcile these differences over a broad range of issues such as child maltreatment (Belsky, 1980), helping behavior (Brickman, et al. 1982), families (Conger, 1981), adult development (Fozard & Popkin, 1978), unemployment (Jahoda, 1981), altruism (Kanfer, 1979), community psychology (Masterpasqua, 1981), healing practices (Rappaport & Rappaport, 1981), obesity (Rodin, 1981), the unconscious (Shevrin & Dickman, 1980), thoughts and feelings (Zajonc, 1980), and individualism (Waterman, 1981), to cite but a few.

The most continuous of these efforts has been between psychoanalysis and behaviorism (see Leak & Christopher, 1982; Messer & Winokur, 1980; Wolpe, 1981), more recently replaced by humanism and behaviorism (see Krasner, 1978; Lieberman, 1979). It may be noteworthy that in recent years eclecticism has become the methodology of choice for practitioners (Ivey, 1980) and is the most prevalent research orientation for studies now published in the Journal of Counseling Psychology after a 30-year history dominated by behaviorally oriented research designs (Hayes & Kenney, 1983). Alam's (1983) solution for integrating positions is typical of these calls for "methodological pluralism":

There is a theoretical incompatibility that forces humanistic theory into a position of forever responding to the impact of behaviorism. Acknowledging this theoretical incompatibility legitimizes both theories and although mutually exclusive, both must be recognized as valid. We must choose when and where each theory is to be applied....We are applying one or the other with every human interaction. But we must realize that we are never applying both simultaneously. (pp. 104-105)

That these attempts have not succeeded lies in their failure to recognize the underlying assumptions shared by both positions. As Kuhn (1970) reminds us:

Part of the answer...can be discovered by noting first what scientists never do when confronted by even severe and prolonged anomalies. Though they may begin to lose faith and then to consider alternatives, they do not renounce the paradigm that has led them into crisis. (p. 77)

This failure to recognize that our current paradigms create rather than resolve the crisis is at the heart of why anomalies persist. As Gibbs (1979) notes: "The dialectical paradox of this polarity is expressed in the fact that either strategy fails precisely to the extent that it triumphs over the other" (p. 28). Resolution lies not in advocating the priority of one system over another nor in seeking a rapprochement, but rather in the adoption of a new paradigm that unifies the schism with an integrated theoretical framework incorporating essential aspects of each side. The present confusion has been brought about by attempts to create boundaries and/or to build bridges between categories that are overlapping—that are, in fact, interdependent.

I believe that error stems from the misguided assumption that all knowledge has an a priori relationship to the knower, whether the source of that knowledge be in the environment as external to the individual or in the individual as inherent or innate. Thus the universe is viewed from either perspective as permanent and as conforming to some lawful purpose. A colleague noted recently, somewhat wryly, that education merely rearranges our prejudice. And for over two thousand years that prejudice has been founded on the belief that knowledge (or reality or truth) is absolute and pre-exists. Whether one believes that truth is discovered in nature through careful scientific study or whether it exists within ourselves and through insight is tested against an external reality, the basic epistemological assumption of Western civilization remains that reality is stable and unchanging.

#### TOWARD AN ALTERNATIVE

A "system-oriented paradigm appears to be emerging as a dialectical synthesis of the organism-environment confrontation" (Kanfer, 1979, p. 238). Whether you call it contextual-dialectical (Riegel, 1979), constructive-developmental (Kegan, 1980), social ecological (Bronfenbrenner, 1977), transactional (Sameroff, 1975), or dynamic

interactional (Lerner, 1978), the basic assumptions of the paradigm include the constancy of change, and a perspective of individuals as producers of their own development. A key element of this position is that knowledge is independent of the environment and is the invention or construction of the individual knower. Thus person and world are not separate, nor even in interaction, but rather are inextricably linked in trans-actions with one another. The real world is what human beings say it is, leaving us nothing to go on except this thing called experience. Transaction is nothing more than the process by which we come to know our environment—a two-way movement of phenomena between ourselves and this reality we can never know directly. In Dewey's language, we do things to the world and then we undergo the consequences. Reality is constructed from experience and represents a relationship between the self and the world, while development consists of a series of problems to be solved.

What are the implications of this position for counselors? How might a change in paradigm help us to reconceptualize our profession and reconcile the distance between theory and practice? Consider the case built by Alam (1983) on the differences between humanism and behaviorism. Alam would have us believe the world is divided into (or explained by) two equally valid yet incompatible positions. As Table 1 illustrates, the comparison of behaviorism and humanism is as good a list of dualities as psychology has generated thus far. Space does not permit me to deal with each of these adequately as I have dealt with many of them already in another context (see Hayes, 1982). For purposes of the present discussion, however, the final pair can serve as an excellent illustration of how a new paradigm can resolve the dichotomies presented by psychology's competing traditions.

#### COMPETITION VERSUS COOPERATION

Competition necessarily implies at least a winner and a loser as the end result of some activity. In competitive social situations the attainment of one individual's goal is correlated negatively with the goal attainment of another. Behaviorism, with its emphasis upon external control, provides the theoretical rationale to justify such behavior.



Table i  
Comparison Between Behaviorism and Humanism

| <u>Components</u>       | <u>Behaviorism</u>   | <u>Humanism</u>  |
|-------------------------|----------------------|------------------|
| Definition              | Authority-determined | Self-determined  |
| Primary Intent          | To Control           | To Liberate      |
| Learning Theory         | Behavioristic        | Organismic       |
| Human Motivation        | External             | Internal         |
| Purpose of Life         | Pre-determined       | Self-determined  |
| Purpose of School       | Future               | Now              |
| Knowledge               | Fixed                | Fluid            |
| The Nature of the Human | Bad                  | Good             |
| Instruction             | Assess Needs         | Respond to Needs |
| Accountability          | To Authority         | To Self          |
| Methodology             | Competitive          | Cooperative      |

Note: From "Humanism: A theoretical perspective", by D. Alam, *Journal of Humanistic Education and Development*, 1983, 21, 101-106. Copyright 1983 by the American Personnel and Guidance Association.

Cooperation, on the other hand, requires individuals to work toward their separate goals in a way that is beneficial to all who so cooperate (Johnson & Johnson, 1975). This condition is often mistakenly viewed as leading to mutually beneficial results from sharing resources with and caring for the other person with whom one is cooperating. In actuality, winning or losing in the context of cooperation are actually independent of one another. This individualism or personal freedom and its maximization are at the heart of the humanistic position.

Talk to any child who has been asked by a parent to cooperate or to any student who has been chided by a teacher, and you'll discover that cooperation can often



mean "I win if you'll do as I say, and you won't lose if you'll let me win." What often passes for cooperation is little more than an acknowledgement on the part of those who cooperate that those with whom they cooperate have superior resources and greater power. Perhaps it is constructive to note that cooperation is a reasonable course of action between enemies that is protected and regulated by convention.

Collaboration, of course, is what we usually mean when we talk of cooperation. It requires that motives be public, that ends be formative, and that the relationship be essentially dialectical, requiring a series of transactions in the process of simultaneously adjusting behaviors and expectations in arriving at a mutually determined and satisfactory solution to a mutually defined problem. Note that unlike cooperating, collaborating with one's "enemy" is a treasonable offense. It is treasonable because it necessarily involves negotiating one's position in order to reach a solution. Collaboration, then, requires that resources be shared and that those with whom we hope to collaborate become empowered.

However, the question is larger than a mere preference for one paradigm over another or the adoption of some methodological compromise. Rather, I suggest that our current paradigms are not just inadequate but that they are incorrect. To be more specific, it is not that at some times we compete and at other times we cooperate; rather, at all times we are engaged in collaborative relationships with one another—like it or not, believe it or not.

People are not competing, they cannot compete with one another unless they collaborate in doing so. As a colleague has so succinctly put the case: "You can't win a race if you're not in a race." I might add, you can't lose either. As for cooperation, the history of slavery in America, the long subjugation of women, and the extermination of millions of Jews during the Holocaust all point to the inadequacy of the traditional conceptualization of competition and cooperation. Both the oppressed and the oppressor cease to exist when necessary transactional relationships are lacking. This is nothing more than what Thoreau (1966) intended when he wrote that government "can have no pure right over my person and property but what I concede to it" (p. 82).

## RECOMMENDATIONS FOR THE FUTURE

Thus far I have argued for a dialectical synthesis of two major and opposing theoretical positions. The question remains how best to make widely conscious a perspective that already has considerable acceptance. As Kanfer (1979) points out:

The true implementation of an approach that recognizes the transactional nature of the person-environment relationship...requires that the person be viewed at the psychological level as a component of the complex system of which he or she is a part....From this point of view, what governs human destiny is neither biological nature nor the current situation. It is the complex of interacting factors of the current cultural realities and human psychological capabilities, burdened by the creations of the past and their impact on human thoughts and interactions at all levels—from the dyadic to the international. (pp. 231-232)

With these considerations in mind, let me make some inferences in no particular order about the directions we should take our profession:

1. Our counselor education programs should be redesigned, where necessary, to make human development a conscious preoccupation of professional training. These programs should not only help students to appreciate the real-life developmental needs of their clients but should also be responsive to those needs in our students themselves.

2. Students should learn how to establish interpersonal networks in social institutions that constitute developmentally responsive environments. Our own institutions should be redesigned to reflect the best real world examples our theories can provide.

3. Collaboration should characterize our interactions with students in which problems are mutually agreed upon and solutions are sought as colleagues by persons who differ only in the level of their knowledge or expertise. Student-faculty interaction should more accurately reflect a transactive view of learning which is reciprocal rather than uni-directional. The "resource collaborator role" recently proposed by Tyler, Pargament, and Gatz (1983) provides a useful beginning for such efforts.

4. Collaborative action research methods of the types described by Pine (1981) should be incorporated into our programs. Attempts should be made to solve real world problems by working with those involved in and affected by them, including our students as well as their clients and ours.

5. We should recognize that theory building and practice are related dialectically in a recurring cycle of reflection and action (Mosher, 1974). This process of concurrently identifying and solving problems can lead to innovative programs that graduate innovative students.

6. As Pine (1981) has noted, "the fundamental tool of collaborative action research is documentation" (p. 498). The development of relatively inexpensive microcomputers and the current push for computer literacy can be combined to help students develop the skills necessary to produce the ongoing record so vital to action research. The key to using the computer effectively is not in the particular layout of the keyboard or the capacity of its memory bank, however, but in the perception of its user. The central focus of our teaching should be how experience with the computer helps in the development of its user's capacity to know.

7. Finally, we live in a time when the ultimate technological solution of a culture suffering a crisis of the imagination is the development of a bomb that destroys people while preserving property. What is called for is nothing short of a democratic approach to professional reidentification that relies upon dialogue and reciprocity. First and foremost we must be committed to democracy, to the idea of equity, to the abolition of privilege, and to nonelitist forms of leadership that empower others. It is incumbent upon us who would profess to help that we promote means to use our technology to stimulate human growth and to develop social systems that foster a collaboration among all peoples and this earth.



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## NEEDED: A PARADIGM SHIFT TOWARD SEX-ROLE SYNERGY IN COUNSELOR EDUCATION

L. Sunny Hansen

Our societal conditioning regarding male/female roles is deep-seated and extends into higher education and counselor education programs. Counselor education has been slow to change for several reasons: human resistance to change, the view that sex-role issues are women's issues, denial by counselor educators that there is a problem, an environment that is the epitome of the "agentic" concept, and lack of skills in effective change agency. Several possible awareness agendas exist for both society and counselor education that can lead to a new sex-role synergy. Hope for integrating gender issues into counselor education is on the horizon, but the movement toward synergy will take time and will not happen unless our vision of the future incorporates a rightful balance among the characteristics, talents, and qualities of both women and men.

A paradigm shift is a distinctively new way of thinking about old problems....The social activism of the 1960s and the 'consciousness revolution' of the early 1970s seemed to be moving toward a historic synthesis: social transformation resulting from personal transformation—change from the inside out.

(Ferguson, 1980, pp. 18, 26).

The eleventh megatrend is a shift from sex roles to synergy. It reflects a reconciliation between the sexes at a deep level, a greater harmony between qualities we used to consider either masculine or feminine.... The new style will be a synthesis of the best qualities and characteristics of each, a reconciliation of what were once thought to be opposite values into a new whole.

(Naisbitt, in Zweig, 1983, p. 139)

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## THE EXPERIENCE OF EPCOT

The experience of the ACES-ERIC/CAPS Flagship Conference at EPCOT has to loom as one of the most encouraging developments in counselor education in the last decade, as well as one of the most personally and professionally rewarding for those present. For we had at EPCOT, and in the events leading up to it, an example of an organization in process, in change. That this has happened in ACES has to be attributed in large part to the creative leadership of Tom Elmore and Bob Nejedlo. The opportunity to add some post-conference thoughts in a stimulus paper on sex roles designed both to reflect on the past and image the future is both welcomed and appreciated.

Scheduling a conference on "Shaping the Future of Counselor Education" at the EPCOT Center was a truly imaginative idea. The themes of technology juxtaposed with themes of creative futures and humanism stimulated provocative think tank discussions. In a similar vein, the setting of the "Future World" of EPCOT, with its mind-boggling advanced technology in such areas as energy, communication, transportation, and leisure, juxtaposed with the "World Village" where we gained a glimpse of the past cultures of many nations, provided a perfect place for the 85 counselor educators from 25 states to reflect on the conference themes and the future of the profession.

Our major task was to explore changes needed in our training programs to keep up with the technological developments; to anticipate the impact of those developments on society, on our clients, and on our field; and to think creatively about a new vision of the future of counselor education. We were exposed to the "possible human," new ways of knowing, perceiving and experiencing ourselves and society. Ideas of futures thinkers Marilyn Ferguson, Willis Harman, Fritjof Capra, and others embodied in keynotes and stimulus speeches offered a framework for imaging the future of counseling.

Yet with all this hope for the future, I also experienced some feelings of despair. For in this vision there was one major component missing: attention to a core topic of who we are as women and men and how gender issues affect both society and our profession. I say this at some risk, because although my primary

work is in career development and counseling, speaking out on this topic often results in being labeled as concerned only about "women's issues" (and then being tuned out). The irony is that those who really know my work on BORN FREE since 1976 know that it is not only a career development program but one which attends to sex role issues of both men and women. But as part of the network of women and men addressing such issues as psychology of women, counseling men, counseling women, sex equity, stereotyping, and other gender issues, I believe it is important to call attention to the place of these issues in a counselor education agenda for the future. Societal trends indicate that in the future the need to move toward "synergy" will be even more central, not peripheral in human development.

We all know that principles of organizational change suggest that one should not offer solutions before people believe there is a problem and are willing to "own it." As one who has attempted to offer some insights and "solutions" for sex-role issues, especially in educational settings (including counselor education), I would like to analyze some of the reasons for the slow rate of change in this area, pose some questions which we as counselor educators might ask ourselves to determine where we and our programs are on the continuum of change, and offer a few content and process suggestions as to ways in which change is possible. My hope is that this might help form a rationale for counselor educators to want to change and to join the conspiracy for a new age of sex-role synergy.

#### REASONS FOR THE SLOW RATE OF CHANGE

Experiencing EPCOT made me realize again how deep-seated is our conditioning regarding male/female roles in this society. The people who planned the conference and made presentations are forward-looking, even visionary about possibilities for change in society and in counselor training. It is important to note that out of about twenty presenters, five were women (including two speaking on technology), and women comprised six of ten small group facilitators. The climate of the conference was positive and cooperative with people showing respect for and listening to each other. In related areas, two individuals gave presentations on human rights and transcultural/multi-ethnic counseling. But based on EPCOT,

numerous other conference experiences over the years, discussions with other female counselor educators, the observed state of the art in the literature, and my own experience as a professional woman, I have to conclude that we have not progressed very far in the awareness stage and that there remains a critical need for dramatic change and a new vision for sex-role consciousness in our own field. The process of overlooking sex-role issues, devaluing women's talents and resources, and denying women's reality is repeated in various forms in societal institutions around the country, including higher education. While women are not as invisible as they once were in counselor education, they are still often shadows rather than equal partners in the counselor training enterprise.

Let me summarize several reasons why our consciousness has been so slow to take hold, besides the socialization and conditioning which makes us do things (or not do things) of which we are not even aware.

First, there is the natural human resistance to change. I do not think many men (and some women) realize the tremendous amount of emotional drain, pain, and loss of human resources represented in the way women have had to struggle for equal opportunity and equal treatment in higher education around the country. The barriers to women's advancement have been well documented by the Project on the Status and Education of Women (On Campus with Women, 1982); Benson and Vincent (1980); Follett, Watt, and Hansen (1977); and in the numerous legal mandates and sex discrimination lawsuits in various disciplines and institutions. The figures on the decreasing proportion of women in higher education and the pay gap are well known.

Second, with some exceptions, sex-role issues continue to be viewed as women's issues. The growing body of literature on counseling men and male role strain seems to be coming from a small group of men who dare to speak out on the topic of the negative consequences of male socialization and who are quoted by a small minority of aware male and female counselor educators investigating these human issues. Not only are many counselor educators not identifying women's issues as their concern, they are not owning the problem of male socialization either. Both the women and men addressing the issues seem to be viewed as on the periphery rather than in the mainstream of counselor education.

Third, some counselor educators deny that there is any difference in counseling women, counseling men, or even in multi-ethnic counseling—in effect, denying that



there is a problem. While the proliferation of theoretical articles, studies, position papers, courses, programs, books, conference presentations, media presentations and economic and social press reports should be sufficient to convince one that yes, indeed, there is a gender gap, some refuse to take action because they cannot acknowledge that there is a problem in relation to male/female issues. It may be that they are so locked into a traditional sex-role orientation or values that they block out any of the new knowledge or information that speaks to the problem.

Fourth, counselor educators work in an environment that is the epitome of what Bakan (1966) calls the "agentic" concept, which he identifies with a masculine ordering of reality. It is an opposite style of "communion," which is associated with a feminine ordering of reality. He says:

Agency manifests itself in self-protection, self-assertion, and self-expansion; communion manifests itself in the sense of being at one with other organisms. Agency manifests itself in the formation of separations; communion in the lack of separations. Agency manifests itself in isolation, alienation and aloneness; communion in contact, openness and union. Agency manifests itself in the urge to master; communion in non-contractual cooperation. Agency manifests itself in the repression of thought, feeling, and impulse; communion in the lack and removal of repression. One of the very fundamental points which I attempt to make is the very split of agency from communion, which is a separation, arises from the agency feature itself; and it represses the communion from which it has separated itself. (p. 15)

While this gender-linked concept is strong and polarizing, it does appear to offer a clue as to why change is resisted in higher education. The male cultural stereotype of men as rational, autonomus, analytical, task-oriented problem-solvers is nowhere better played out than in the male norms of higher education, of which counselor education is one small part. What better example of the agentic mode than traditional empirical inquiry which in psychology has been the only path to truth and knowledge? One observer has noted a process in which we research an idea, produce new knowledge, and it freezes us. The other part of the duality, the cultural stereotype identified with woman, is nurturant, creative, dependent, expressive, cooperative and "soft," characteristics not valued in higher education. The alternative research paradigms linked to "communal" inquiry are suspect and certainly not valued in the "agentic" environment. Carlson (1971, 1972) has tested Bakan's construct and provides an important discussion of it, with implications for personality theory and research on women.



Even a cursory examination of reference list citations by gender or of journal and textbook authors leaves little doubt about who is directing, controlling, and defining counselor education. When we consider the fact that counselor education has been a male sex-typed occupation, we get further clues as to why it has been so difficult for women to obtain promotion, tenure, and administrative progression.

Fifth, one might also argue that the proponents of change have not been large enough in number, have not attended to change process, or have not been effective change agents. As Kanter (1980) points out in "A Tale of O," when one is perceived as different in an organization (whether by sex, race, age, handicap or other characteristic), the interpersonal dynamics of the organization may make it difficult for the person to function effectively.

Whatever the reasons for the lack of progress, and there undoubtedly are others, cogent arguments exist for change in gender issues in counselor education. Many of them appeared in relation to other topics, particularly technology, humanism, and consciousness, at EPCOT. They also appear over and over in futurist views of the world which are being advanced by a diverse group of creative leaders, including physicists, astronauts, social critics, spiritual leaders, psychologists, counselors, military personnel, management consultants, counselor educators, and others. Many have been inspired by the insights of Marilyn Ferguson in The Aquarian Conspiracy (1980). Conspiracy is not a bad word, she tells us, but a word which means "to breathe together" (p. 19). And the book is about people from a variety of disciplines and professional fields "breathing together" to bring about personal and social change. She sees our culture as being in a "paradigm shift," a major breakthrough from old ways to new ways of knowing, perceiving, and behaving. The transformational movement in her view is a quiet revolution to new patterns of thought and consciousness—a movement we have heard much about from ACES leaders both prior to and during EPCOT.

John Naisbitt is another widely quoted forecaster who has given us Megatrends (1982), ten underlying patterns of social change that he believes will transform our lives in the next decade. I was surprised to find that he did not include changing roles of women and men in his list, since he gathers his data from analyzing 6,000 daily newspapers each month, and sex roles have been prominent press topics. But someone tapped his consciousness, as he now has added "The Eleventh Megatrend"

(Zweig, 1983), which he calls a new "synergy" between the sexes. Synergy, though not a new term, means "working together," and it offers a positive goal for counselor educators as well as others. What kind of awareness might be a part of this new synergy for both society and counselor education?

#### SOCIETAL AWARENESS AGENDAS

1. **The economic and social justice agenda.** As we move into the Information Society and the Third Wave, we cannot ignore or leave behind all the unresolved social, economic, and human development problems of the present. Our human agenda has to include better ways of solving problems of economic equality, deprivation, social justice, equity, poverty, and violence, many of which fall heavily on minorities and women.

2. **The technology agenda.** As we learn the potentials of computers, of telecommunications, of interactive videodiscs, and of other technologies, we need to be reminded of the need for equity in their access and use. Already some school districts have indicated that 85 percent of those using computers in schools are boys.

3. **The sex role agenda.** One of our societal goals is better relationships between men and women. The old patterns of men as provider and women as nurturer have become dysfunctional, with women increasingly co-providers, men and women as co-creators, and men as co-nurturers. In rapidly growing equal partnership marriages, men and women report better communication and greater satisfaction when treating each other as equals rather than as dominant/subordinate. Movement toward equal partnerships in work and family could do much to improve the quality of learning life, working life, and family life.

4. **The world view agenda.** In our global village and across cultures, the sex-role system is at the core of our cultural norms and prescribes certain roles for women and men, usually along sex-stereotyped lines (Williams & Best, 1982). Yet today there are universal concerns to develop the talents of girls and women, starting with literacy and moving to issues of increased participation of women in social, economic, and political life. In spite of cultural differences, each nation is dealing with sex-role issues—some more rapidly than others—and the rules and roles

for men and women are in transition. The U.S., along with Sweden, is perceived as more advanced than many parts of the world in its progress on the education and status of women, especially with interventions for change.

### COUNSELOR EDUCATION AWARENESS AGENDA

What are some possible agendas in counselor education programs and our work environments to help us move toward sex-role synergy?

1. **Mission and goal re-evaluation.** We might look at the superordinate goals of this democratic society and re-evaluate our mission and objectives in relation to them, as well as our methods in trying to achieve personal, societal, and professional goals.

2. **Motivation to change.** If we are concerned about who we are, where we've been, and where we're going both personally and professionally, we have to look at where we are on the continuum of change and where we want to be in major life roles—as counselor educators, as partners, as family members—and how we get there. We might reflect on our motivation and/or resistance to change in a society whose major reality is change.

3. **Differential socialization.** We might take an honest look at our differential socialization as women and men and, through role-taking, role-sharing, and life history-sharing experiences, come to appreciate that our reality is truly different, as Schaef (1981) suggests. We need to take time to reflect on how our differential experiences affect our view of the world (in counseling psychology, counselor education, and the larger society)—and how they affect our vision of the future.

4. **Total resource utilization.** We might begin to recognize and value the talents and resources of women in counselor education and even work to recruit more women to the field to provide a better balance of representation in the profession. This includes reading, recognizing, and using in our courses some of the excellent literature on the psychology of women, female consciousness, counseling women, counseling men, and male socialization which has emerged in the last ten years. It means that we might re-examine our ways of treating women students and faculty and not tune them out, not give them token representation, not keep them invisible.



5. **Alternative research paradigms.** Along with the suggestions of Carlson (1972) and others, we might begin to consider and value alternative research paradigms. While many gender topics are very appropriate for traditional empirical research, others may lend themselves more to communal than agentic approaches, approaches not less valuable or less scholarly, just different.

#### QUESTIONS FOR CONSPIRATORS

While the above is only a beginning list, there are also questions we might ask ourselves to determine where we are on the continuum of change and our level of commitment to a conspiracy toward synergy.

1. Have I moved beyond a minimal level of change in interpersonal communications—e.g. avoiding sexist humor, using inclusive language, respecting women faculty, avoiding sexual harassment, exploitation, or sexual contact with female students? Am I willing to accept feedback on my behavior?

2. Have I challenged my own assumptions, been willing to look at new concepts and demonstrated an openness and willingness to change? Am I willing to be a part of not only incremental change but of a major paradigm shift?

3. Have I taken time to look at my own sex-role attitudes, orientation, and behavior and taken steps to try to understand and modify them if they do not seem congruent with changes occurring in the larger society? Am I willing to consider the possible gains of a society of people who are not only androgynous (Bem, 1978) but in the new synergy may become sex-role transcendent (Rebecca, Hefner, & Oleshansky, 1976)?

4. Am I consciously trying to "own the problem" of gender issues in counselor education and integrate new knowledge into my courses, methods, and materials?

5. Am I willing to open myself to new ways of knowing, perceiving, and behaving, as suggested by creative leaders in many disciplines and at EPCOT? Am I really using fully my own creativity and human potential and helping my clients, colleagues and students to use theirs?



## RESOURCES FOR CONSPIRATORS

For those who are motivated to change and see a need to attend to gender and sex-role issues in counselor education, there already is a wealth of materials and resources available. Besides the ACES Handbook on Sex Equality for Women and Men (Thompson, 1978), several useful documents and position papers have been produced, only a few of which will be mentioned here: The APA Principles for Counseling and Psychotherapy for Women with three issues of the Counseling Psychologist (Counseling Women, 1973; II, 1976; III, 1979) devoted to that topic; the APA Special Issue on Counseling Men (Skovholt, et al., 1978); the APA Training Models for Integrating Psychology of Women into Counseling Psychology (Johnson & Richardson, 1981); the APGA Special Issue on Counseling Males (Sher, 1981); the APGA Guidelines for Sex Equity (1981); the ASCA Guidelines for Sex Equity (1983); and the ACES Human Rights Training Manual (Arredondo & Gawelek, 1982). Excellent articles and books have been written by leading conceptual thinkers and researchers in the field, such as Richardson (1981) on the intersection of work and family roles; Pleck (1981) on male power, work and family in The Myth of Masculinity; Skovholt and Morgan (1981) on career development of men and counseling men; O'Neil (1981) on male sex role strain; and Brodsky and Hare-Mustin (1980) on Women and Psychotherapy: An Assessment of Research and Practice.

In an earlier article for the ACES Journal on professional renewal, Hansen and Watt (1979) suggested four areas of professional renewal needs in the area of sex equity:

1. awareness of sex-role issues and ways in which they pervade our personal and professional attitudes, communication, and behaviors;
2. curriculum changes, particularly examining our counselor education programs and materials to identify areas of omission or commission and designing interventions to change them;
3. communicating and modeling, examining written and oral communication between male and female faculty and students and determining ways in which sex-fair, nonbiased behavior is being modeled by both; and,
4. proactive program designs to help reduce bias in training programs, field settings, and one's own institution, including faculty and staff development to effect

change. The BORN FREE (1978) concept, process, and training tapes and manuals provide another set of validated materials available to counselors and counselor educators who are willing to make a commitment to moving toward synergy.

A number of strategies for integrating gender issues into counselor training are being used in some programs around the country. They include (a) units on sexism, counseling men, counseling women, and other sex-role issues in core counseling classes; (b) new courses on counseling women, career development of women, developmental counseling of girls and women, and sex bias in education and counseling; (c) master's and doctoral level practica and internships focused on counseling women; (d) obtaining grants to influence training; (e) incorporating new sex-role knowledge and materials into a variety of courses; (f) developing seminars for departmental and external faculty and students; (g) revising courses to include new knowledge and competencies related to sex roles and psychology of women; (h) an emphasis or specialty in counseling women at the master's or doctoral level; and (i) creation of a student-faculty sex roles committee to work continuously on the problems perceived in the particular program, e.g. conducting interviews with faculty, carrying out a student needs survey, students as "resource consultants" to faculty, and seminars on such topics as counseling men and client-therapist sexual contact.

#### "OWNING" CHANGE

It is clear that many "tools" are available to those who see the need for change and are already engaged in many of these activities. But what can be done to motivate those who do not see the need for renewal and change in content, methods, and behavior related to gender issues? The theme at EPCOT was that if change is to occur, "it starts with me." And that is where change in counselor education has to occur—with each individual counselor educator, the majority of whom are men. Obviously, one of the purposes of this article is to motivate professional colleagues toward change—to join the conspiracy for constructive personal and social change.

The change process task of integrating gender issues into counselor education may be like the task of Sisyphus; yet there are signs of hope on the horizon. The

holistic movement in particular seems to be moving us toward that synergy in gender roles by a greater valuing of qualities identified with women—cooperation, connectedness, integration, nurturing, caring. Even quality circles in corporations reflect these characteristics, and women are becoming partners in the trend toward participatory management. To move away from polarization toward synergy will take time, but it will not happen without pain, and it will not happen unless committed people deliberately image and plan for it. It will not happen unless we develop a vision of the future which incorporates the characteristics, talents, and qualities of both women and men in finding creative solutions to societal problems.

Many of the ideas in this paper were present—if not explicit—in the spirit of change, cooperation, and consciousness at EPCOT. They are visible in the vision of Marilyn Ferguson and John Naisbitt, as well as in the commitment to renewal in ACES leaders who have been promoting the Aquarian Conspiracy. To move toward equal partnership will not be easy, because of power differences and because our resistance to change and fear of change, our assumptions, our behaviors, and our beliefs are so deep-seated; but in gender issues, as in other parts of counselor education, it is time for men and women to "breathe together" and work together toward a new paradigm of sex-role synergy. And if we succeed, in the year 2000 and beyond, we may become so sex-role transcendent that the concept of synergy will self-destruct.



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## HIGH TECHNOLOGY AND THE POSSIBLE HUMAN

Barry K. Weinhold

According to Naisbitt, we are living in a time of parenthesis, i.e., a time when the old order is dying and the new order is not completely formed—a "juicy" time to be alive. A new psychology is needed—a psychology of possibilities—that expands our self-knowledge at four main levels of consciousness: the sensory level, the psychodynamic level, the mythic and symbolic level, and the integrative or spiritual level. Suggestions are offered as to how counselor education can incorporate the psychology of possibilities into training programs: emphasize process rather than content, expand the curriculum in several ways including the addition of future studies, and tap into the senses through use of the arts. The challenges and rewards of living are enormous if we are open to new learning and new insights that can increase our power to make wise decisions and choices.

### Technology is the Metaphysics of the 20th Century (Ernest Junger)

Our story begins almost 650 years ago—April 30, 1336, to be exact—when Petrarch climbed a mountain in Southern France. Picture, if you can, this scene. Petrarch sets out one sunny morning to climb to the top of Mont Ventoux. Under his arm he is carrying a copy of Augustine's Confessions. When he reaches the top he pauses to survey all he can see. To his right he looks out upon the glorious French countryside with its vineyards and farms and villages. Then, as he turns to his left, he sees in the distance the Alps glistening in the morning sun. In front of him stretches the blue Mediterranean. Overcome by all this beauty he sits down on a rock and after a brief meditation on this wondrous scene he opens the Confessions and reads the following passage:

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And men go abroad to admire the heights of mountains, the mighty billows of the sea, the broad side of rivers, the compass of the ocean, and the circuits of the stars and pass themselves by...(Italics are mine.) (Pusey, 1966, pp. 212-213)

While descending the mountain, Petrarch reflects on what he has experienced. As he reaches the bottom, he says to himself, "What is in here is equal to what is out there! Yes, it's true, what is inside me is equal to all that I see around me" (Hillman, 1975, p. 196). Unus mundus—one mind or one reality within and without. Excitedly, he shares his insight with others, and soon evidence of this fact begins to show up in the art, music, and literature of the times. Many experts mark this event as the beginning of the Renaissance.

Today we live in Renaissance times. The success of the Renaissance since the 14th century has prepared us for the next leap forward, perhaps the greatest leap ever. We are undergoing personal and technological paradigm shifts at a staggering rate of speed, a movement that is leading us toward deeper levels of consciousness. We are literally waking up.

Even though we don't realize it, what is helping to make this all possible is technology—high technology. The more so-called surface mind is expanded by technology, the more access we have to the deeper aspects of the mind. However, the danger is that having access doesn't necessarily mean knowing how to use these expanded qualities wisely. This remains a big challenge for those of us who understand this and can help people learn how to utilize and direct these newly awakened energies.

Indeed, it is difficult to gain a clear perspective in the middle of so much change. We are beginning to see that listening to the technological experts is not the way to go, for we see that many of their solutions only create new problems, often much worse than the ones they helped solve. Others have tried retreatism, back to basics, back to nature, back to simple-minded solutions. These, too, have failed. What is needed is a truly Renaissance perspective where the technology of the expanded surface mind is blended and balanced with the expanded aspects of the deeper mind. The bridge between these two is the arts. If we look to the arts we often get clear glimpses of what is really going on. As William Thompson (1978) wrote, "The technological landscape cannot tell us who we are, where we come from and where we are going" (p. 15). The artist, the musician, the fiction writer can tap

into the collective unconscious and provide valuable information that is often ignored by the technocrats. Without this deeper connection to who we are and where we have been, we cannot accurately determine where we are going. We must learn to balance the material wonders of high technology with the deep spiritual demands of our human nature.

#### A NEW PSYCHOLOGY—THE PSYCHOLOGY OF POSSIBILITIES

What is needed more than ever is a new psychology that incorporates this expanded consciousness and gives us a perspective on who we really are, where we really have been, and where we could possibly go. This psychology of possibilities must also provide us with tools by which we can explore these human dimensions in grand style. John Naisbitt (1982) accurately portrayed us as living in a time of parenthesis. This is a time when the old order is dying and the new order is not yet completely formed. It is the "juiciest" of times to be alive and the challenges are enormous. We can no longer rely on a 19th-century atavistic psychology to carry us forward into the 21st century. This new psychology has to provide us with a greatly expanded theory of human possibilities. We have now to stretch our beliefs from what we thought was possible to include many more possibilities. We can no longer get by using five to eight percent of our human potential. We need to use much more of our God-given resources in order to face the challenges of the times. It literally is a time of "grow or die."

One of the challenges of this new psychology is to provide us with an expanded concept of freedom. The technological society promised us one brand of freedom that has turned out to be myth. Technology, it was said, would free us from toil and from blood and soil. True, some labor-saving technology has freed us from manual toils, only to leave us in mental quandaries requiring a different kind of toil. The other part of the promise was that we could move to the city and create a new identity, leaving the blood ties and the earth ties behind us. A new identity could be formed based on material possessions: "You are what you own." It promised that "The more you own, the more you are." Many people all over the world bought this myth and came in hordes from the countryside to the overcrowded, dirty-aired cities. With this myth exposed for what it is, people are still searching for freedom.



The two traditional definitions of freedom have been (a) freedom away from oppression or bondage, which the technological material myth tapped into; or (b) freedom from freedom itself. Many have given up hope of ever being free and live lives of quiet desperation.

A new concept of freedom has to be based upon deep personal contact with all aspects of ourselves. It involves the development of deep empathy with ourselves whereby a requisite variety of options will emerge that we can use to grow and develop. We cannot afford to elevate our intellect over our emotions or allow our emotions to control our intellect. We must strive for harmony and balance - a sort of democratic relationship with all of our parts - before we can be truly free. Carl Jung once wrote, "In order to achieve transformation, human beings must change, not their world, but themselves. Such changes are rooted not in theories but in self-knowledge" (Hoeller, 1983, p. 78).

The psychology of possibilities must help expand our self-knowledge at four main levels of consciousness:

1. the sensory level
2. the psychodynamic level
3. the mythic and symbolic level
4. the integrative or spiritual level.

We have much to learn about our senses. Research by Masters and Houston (1966, 1968, 1972) has shown that we have over 200 senses. We are capable of understanding so much more of what our senses tell us than we now are aware of.

At a psychodynamic level we need to learn how to harvest the past, to learn the vital lessons of our own psycho-history. It is a law of nature and human development that anything left unresolved in our past will continue to press for completion in our present existence. Often we cannot grow until we truly understand and are able to break out of previous psychological restrictions.

The mythic and symbolic levels can provide us more than we can even imagine. We are the three-brained species (McLean, 1980). We have a cerebral cortex, a mid-brain, and an old brain, each of which operates independently of the other two. Myths and fairy tales, some of which go back 27,000 years, help us build connections among these three brains.

The integrative or spiritual level helps us understand our connections with the cosmos and expand our ideas of who we really are. It enables us to conceive of

ourselves as God only knows what. We are richly overendowed and are capable of doing the work of the Gods, the true source of the word "therapy." It comes from the Greek word "therapeia" which literally means "doing the work of the Gods."

### IMPLICATIONS FOR COUNSELOR EDUCATION

The implications for counselor education are clear. Most of what we have been doing is too limited in scope and has to be expanded to include a psychology of possibilities. Below are listed some suggestions on where and how to begin.

#### Process Education

At the 1983 ERIC/CAPS-ACES Flagship Conference, H. B. Gelatt said that we are information rich and experience poor. One of the first places to begin is to examine our curriculum to see how much of it is experiential and how much of it emphasizes process learning rather than content learning. The learning of content has to be minimized because content is changing rapidly. The effective learner-teachers of tomorrow are those who know the process of learning, how people learn and change and grow. They have not only to know the process but also must have experience in making the process work for themselves.

We have to show people beginnings, middles, and ends of things and how they relate to each other. This is even more important because of the instant-results focus of high technology. One pushes a button, a million calculations are done in the blink of an eye, and the results flash on a screen. This is exciting, but it doesn't teach people anything about processes.

#### A Multi-Level Curriculum

Any traditional curricular content can be expanded upon by adding processes and activities at any or all of the four levels discussed above. Two excellent sources of learning activities designed at these four levels are Jean Houston's books Life Force (1980) and The Possible Human (1982). Journal-keeping can also be used as a tool to expand the learning potential of a traditional curriculum. When counselor trainees are encouraged to relate and reflect more personally on content, new and

deeper meanings occur. The book The Intensive Journal Workshop by Ira Progoff (1977) is an excellent resource.

### Future Studies

By adding a future studies dimension, any traditional curricular offering can be expanded. Our images of the future determine how we live our lives in the present. Many people can gain deeper understanding of the present by studying the future. Any serious study of the future often leads to the study of the past as well, to the study of time itself, and then beyond time to the "eternal now." Future studies also help us fill in the holes in the present and past. There is a principle of consciousness that is expressed as "ontogeny recapitulates phylogeny." Among other things, this means that before we can move on to the next level of evolution, we must go back in full consciousness to the places we have been while we were still unconscious.

### Use of the Arts

The more senses we utilize in our learning, the more we will learn and the longer we will retain what we learn. Most of us would agree with this statement but have a hard time putting it into practice. The uses of movement, dance, films, art, music, and literature are easily available to help expand and enrich curricular offerings. As we mentioned above, we need to listen to artists because they can help us understand better who we are, where we have been, and where we are going. They can be the early warning systems of transformation and change. Writers such as Doris Lessing show in their futuristic novels a doctrine of catastrophism which seems to foretell what might happen as the industrial society issues its dying gasps. Her novels, The Four-Gated City (1970), Shikasta (1979), Briefing For A Descent Into Hell (1972), and Memoirs of A Survivor (1981), all are worthy added reading in counseling classes. In the area of non-fiction, the writings of William Irwin Thompson present counterpoint arguments to the instant solutions promised by the technological complex. His books At The Edge Of History (1971), Darkness and Scattered Light (1978), Passages About Earth (1974), and The Time It Takes Falling Bodies To Light (1981) present many new perspectives on history, culture, and consciousness.

The so-called new age music is also a rich source of expansion. Steven Halpern's music evokes expansive images, as does the music of Vangelis, Deuter,

Kitaro and Ron Dexter with his Golden Voyages series. Karlheinz Stockhausen, a German composer, has created theoretical music that is acted out as it is played. His work Jahreslauf is one of those pieces. With the advent of video discs, many popular rock groups essentially act out their music, sometimes in melodramatic form.

Films can also expand our consciousness by presenting themes and perspectives different from those usually seen on the evening news or movies "made for TV." The films of Peter Weir, the Australian director, all explore the struggle between nativistic urges and industrial or technological consciousness. The films, The Plumber, The Last Wave, and Picnic at Hanging Rock are excellent examples of his work. A rather off-beat American film, Harold and Maude, helps the viewer better understand living and dying.

#### SUMMARY

The challenges of living today are enormous, but so are the rewards. What we do, even the smallest of acts, profoundly affects the future. We have to stay open to new learning, new insights that can help us make wise choices. Perhaps we can best do this by heeding the words of Socrates when he said, "I am the wisest of all Greeks because I alone know that I do not know anything."



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## ETHICS IN EDUCATION

Cynthia S. Johnson

Use of technology in counseling can provide invaluable assistance to counselors, but has the potential to harm without adequate safeguards. Several problems currently exist, and ethical issues are being raised regarding the appropriate role of the counselor, confidentiality, and computer-assisted testing and assessment. Standards for the operation and management of technology should be developed to alleviate the potential societal problems raised by the use of technology. Professional associations should take the leadership in proposing an ethical statement and minimum standards, in creating opportunities for counselors to become computer literate, and in developing networks and clearinghouses for the exchange of software programs and resources.

The use of technology in counseling—specifically computer technology—has increased significantly in secondary and postsecondary settings since the mid-1960s when more than 25 computer-assisted programs in career guidance and counseling were developed by pioneers like JoAnn Harris-Bowlsbey (1983). Computers are currently being used to manage career centers; provide career information, guidance, and job placement; do assessment and testing; and aid in personal counseling. A lag still exists between the development of hardware and software, but more and more computer programs are being written to meet the varied philosophies and needs of the profession. The effectiveness of these systems has been proved (Holland, 1976). No longer is one-to-one counseling sufficient to serve the needs of society. Computers can help.

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Although the counseling profession has not been at the forefront of the technological revolution, decreased costs of small, personal microcomputers and increased availability of suitable software has allowed many career practitioners and counselors to explore and utilize—rather than fear and avoid—the new tools that the 1980s have to offer. No longer do computer-knowledgeable experts need to combat the fears of counselors that they will be replaced by large cathode ray tubes. Thus, attitudinal resistance has diminished greatly.

### EMERGING CONCERNS

Although the profession has discovered the computer's potential for providing invaluable assistance to the counselor, it also recognizes the computer's potential for harm if adequate safeguards do not exist. New cautions and questions are being voiced about these hazards, and the profession is demanding answers. Some of the problems are the following:

- Professional associations have not developed standards of operation for the technology. Ethical statements have not been adopted.
- Few counselor training programs provide graduate students with even minimal levels of computer literacy or training, let alone computer security and ethical considerations. Professionals now must rely on inservice training and professional development activities to become knowledgeable.
- Most software developers of current computer-assisted guidance systems state that these systems are not "stand alone," that is, their use should be monitored by trained counselors (Chapman & Katz, 1983). Yet, many computer centers are staffed by students or paraprofessionals or have no staff at all.

Another potential problem is computer credibility. Students tend to give credence to information provided by a computer, but a study conducted by Katz and Shatkin (1980) found that the occupational data in some computer information systems were inaccurate. Also, computer errors can and have occurred in scoring, and students can draw erroneous conclusions from videodisc or computer interpretations (Sampson, in press).

Ethical considerations are also being raised. For example, a student in a crisis may not be able to concentrate or respond adequately to a computer system. Students who are not adequately screened or oriented to a computer program may neither need nor benefit from a particular system.

The kinds of information that should be stored on a computer and the determination of who has access to that information raise new issues of confidentiality for the profession. For example, personal information about a student might be accessed by another student helper or potential employer. The computer provides an excellent "window" to decision making for researchers, but human subjects standards also need to be applied with this new tool.

In addition, the profession needs to address larger societal issues raised by the use of technology. The movement from an industrial society to an information society that is heavily dependent on technology may create problems and concerns for counseling professionals, students, and clients served by the profession (Naisbitt, 1982). The information society will reconstruct social and occupational roles, and career guidance programs must consider technological effects when planning the future (Herr, 1982).

What will the role of counselors be in assisting students or clients to cope with the overload of information and "over-choice" (Toffler, 1970) that technology will present? Cianni-Surridge (1983) stated, "Attention should be given to the stress intrinsic in the efforts of technology." What about the impact of the increased dependence on computer skills in our economy on functionally illiterate persons and the "have-nots"? Preschool children aged three and four are accessing computers at Bank Street in New York and at the University of Maryland Children's Center. What will the long-term effects be, if any, on these children?

## ETHICAL CONCERNS

### The Role of the Counselor

The question of how counselors use the new tools with students is critical. As noted above, computer information systems are not standalone systems and thus do require the assistance of a professional counselor. Sampson and Stripling (1979)



found that a structured approach to the computer program, which included a systematic introduction and follow-up by a counselor, was advantageous. Pyle and Stripling (1976) and Devine (1975) found significant changes in the career maturity of clients when computer-assisted guidance was used with counselor intervention. No significant change was found when the computer was introduced alone.

Additionally, Rohner and Simonson (1981) and Schrami (1981) found that anxiety concerning computer use has a negative effect on individuals' performance on the computer. Knight (1979) and Stirtz (1973) found that direct experience with a computer in a **supportive** and **structured setting** resulted in the reduction of anxiety and an improvement in attitude toward computer use. Of equal concern is the student that has an unrealistic expectation of the computer or leaves the computer program with misconceptions about what "the computer told me to do."

Counselors, for the most part, have not learned the skills necessary to use the computer as an effective counseling tool. Psychometrics training can teach them how to use the computer in testing. Training in counselor effectiveness may also be important with computers. Counselors need to learn to integrate the computer with the total guidance process and assure the compatibility of the computer with the philosophical beliefs of the counselor. Sampson and Pyle (1983) suggest that other roles of the counselor are to:

1. ensure that the client's needs are assessed to determine the appropriateness of using the computer;
2. ensure that an introduction to the use of computer-assisted guidance, testing, and counseling is available to reduce anxiety, correct misconceptions, and eliminate excessive "computer credibility";
3. ensure that follow-up occurs with a trained professional when using a computer-assisted guidance, counseling, or testing program.

#### Confidentiality

Denkowski and Denkowski suggested that counselors "not provide sensitive client information for entry into electronic data storage systems" (1982, p. 374). Super stated, "Non-computerized records have occasionally been abused, but computerized records lend themselves to larger scale abuse" (1973). Issues relating to confidentiality include the following:

1. The amount and type of data that should be stored. The data should be limited to information that is appropriate and necessary for the services being provided.

2. Duration of the retention of the data. Confidential data maintained on a computer should be destroyed after it is determined that the information is no longer of any value in providing services.

3. Accuracy of the data. Confidential data should be accurate and complete.

4. Access to the data. Access to confidential data should be restricted to appropriate professionals by using the best computer security methods available.

5. Concerns about research conducted using a computer. Research participation release forms should be completed by any individual who has collected individually identifiable data as a result of using a computer-assisted counseling, testing, or guidance system.

6. Assurance that client information is not made part of any large networking bank. Counselors should ensure that it is not possible to identify, with any particular individual, confidential data maintained in a computerized data bank that is accessible through a computer network.

#### Computer-Assisted Testing and Assessment

Sampson and Pyle (1983) suggested the following:

1. Because of programming or equipment problems, test-scoring may be inaccurate. The counselor needs to ensure that computer-controlled test-scoring is functioning properly and that the results are accurate.

2. Some testing programs provide video interpretation. Are the test interpretations accurate in terms of the test author's intent? Does the counselor provide an individual or group opportunity to discuss the test results?

The above are just some of the ethical concerns proposed by a number of professionals. As computer use increases and more professional associations review the ethical issues, the list surely will grow.

## STANDARDS OF OPERATION

### Management and Implementation

Most professionals have not had the opportunity to learn how to introduce and manage new technology. Many issues of management and implementation must be addressed. Strategies for implementing the new technology are necessary and critical. The major problem that has been identified with computer acquisition has been not money but the method of implementation. Computers should be introduced in the same way that a manager introduces a new program or staff position. The environment must be prepared and a long-range plan for their use developed. Selection and assignment of qualified people to staff the computer and continued inservice training are also highly important. Hardware and software must also be carefully selected and maintained.

Another management issue is congruence with the prevailing philosophical and theoretical constructs of the professionals or the environment. Some personal counseling programs range from Rogerian to Skinnerian in theoretical foundation, and leading computer-assisted guidance systems have conflicting philosophies. Program developers must also conduct ongoing evaluation of both hardware and software to determine if the program is meeting its original goals. Decisions about what group can benefit most from the computer may need to be addressed. The manager is also responsible for ensuring that computer applications are used in an ethical and legally responsible way (Sampson & Pyle, 1983).

Additional suggestions on management standards appear in a NASPA journal article by Sampson entitled "Effective Computer Resource Management: Keeping the Tail from Wagging the Dog" (1982, p.38-46).

### Counselor Training

Standards for training counselors in the use of computers include:

- knowledge about and standards for the selection and evaluation of computer hardware and software;
- an understanding about the rationale for computer application;
- knowledge about operational procedures;

- training in appropriate counseling techniques, support, and intervention strategies;
- an understanding of the ethical issues and standards of operation.

Standards for software or courseware programs include:

- assurance that information contained on a computer is accurate and timely;
- annual updating by software vendors of information such as occupation data;
- test scoring and interpretation that accurately reflect the test author;
- regular maintenance of hardware to ensure that programs will not be lost or clients unduly delayed;
- minimization of lag time in terms of computer response;
- refusal to allow unauthorized duplication or modification of copyrighted software.

#### SOCIETAL ISSUES REGARDING COMPUTER ETHICS AND COUNSELOR ROLE

Many futurists proclaim an increasing need for the human touch and personal interaction as we move toward a technological age, a concept described by Naisbitt (1982) as "high tech-high touch." Waterlow (1982) stated that to achieve self-fulfillment, an individual must learn to communicate at both the technological level and the soul level where person blends with person.

The helping profession may play a larger societal role with the new technology by:

- assisting the student in making decisions when faced with the "over-choice" syndrome
- assisting the student in developing socialization and cooperation skills.

The New York Times suggested that computers may foster a nation of linear thinkers who don't use their intuitive intellect. Counselors have an important role in dealing with that type of situation. And another societal issue that will require the counselor's attention was clearly revealed in The Washington Post which reported that 80 percent of the 2,000 largest, richest school districts had computers for



instructional purposes, but only 40 percent of the smaller, poorer districts had computers. The gap between the "haves" and the "have-nots" may widen as the economy becomes increasingly dependent on computer literacy.

One final example is a concern being raised by Julie McGee, a guidance director in Illinois, as well as others, about girls and women and computers. Because of the so-called math anxiety and the nature of the games and violence used to introduce computers, females may experience problems accessing the technology.

These and other societal concerns should be addressed by counseling professionals and by professional associations.

#### Role of Professional Associations

The following are suggested roles that professional associations can play in the technological revolution:

1. Development of an ethical statement and minimum standards for the use of technology consistent with APA and AACD (formerly APGA).

2. Assistance in promoting computer literacy as part of the training and professional development of counselors. A certificate program might even be considered. In addition, professional associations should urge graduate preparation programs to include computer literacy in the curriculum for future professionals.

3. Provision by one of the associations of a clearinghouse for software programs and for research on their effectiveness. Very few software programs are available to the professions. Software development lags far behind that of hardware. And because software development can be costly, professionals should be encouraged to share program development so that everyone doesn't need to reinvent the wheel.

4. Establishment of a review procedure. Once a critical mass of software is accumulated, professional associations should establish a formal review procedure and publish it on a regular basis.

5. Assistance from outside agencies. Federal agencies should be asked to supply funds for initial software development and testing. Pressure should be placed on local, state, and federal agencies by the associations.

In a report to Congress on its findings, the U.S. Office of Technology Assessment stated that the most frequently cited barrier to current educational use

of technology was the lack of adequate educational software. The report indicated that the government may have a role in reducing the risks assumed by software producers in investing in quality courseware (educational software). Research and development should focus on new techniques and tools to improve understanding of the long-term psychological and cognitive impact of technology.

Finally, associations should take the lead in assisting professionals not only to catch up to the revolution but get ahead of it. Future issues concerning the application of videodiscs, videotext, and teletext are already being addressed by some educational organizations. These matters have serious implications for the counseling profession, and professional associations should provide the necessary leadership.

### CONCLUSION

Computer technology is new to the counseling profession, but many gains have occurred in the development of computer software and in counselor sophistication since pioneers like JoAnn Harris-Bowlsbey began their work in the mid-1960s.

What the profession needs next is for professional associations to propose an ethical statement and minimum standards of operation. Professional associations should also provide leadership in sponsoring professional development activities to teach computer literacy, providing support for computer courses in graduate training programs, and developing networks and clearinghouses for the exchange of software programs and ideas. Flagship conferences such as the one conducted at EPCOT center by ACES and ERIC/CAPS are important forums to assist professionals in using the new technology.

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## TUNING INTO TOMORROW: AN IMPERATIVE FOR RENEWAL

Garry R. Walz and Libby Benjamin

Renewal has three components: the refining of existing skills and knowledge, the acquisition of new skills and knowledge, and the motivation to pursue new learning. Dramatic changes in our ways of thinking and behaving, together with the technological and information explosion, are demanding that helping professionals become self-renewing. A five-step model is presented that can serve as a guide toward self-renewal, keeping counselors abreast and ahead of emerging societal trends and human needs. Recommendations to the ACES leadership are proposed that can stave off obsolescence and assist both counselor trainees and practicing professionals to be creatively proactive in confronting present and future challenges.

No discussion of counselor renewal is adequate unless it takes into account the climate within which the renewal is to occur. The available means and desired outcomes for counselor renewal today are different from what they were in 1960 and certainly quite different from what they will be in the year 2000. The forces that shape counselor attitudes and behaviors are legion, interacting in ways that create eddies and cross-currents rather than a smoothly flowing stream. The ability to deal with such unforeseen turbulence in counselor renewal is as important as the renewal plan itself. Therefore, it is critical that counselors are aware of and understand the major forces that will shape their future. We have listed some of these below:

Human capital—a new recognition that the strength of organizations rests more with the quality of their human resources than with their economic capital.

Learning society—a new understanding that the energy of contemporary society depends upon the involvement of youth and adults in continuous learning and relearning.

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Lifelong learning—realization that for the majority of Americans learning does not end with departure from formal education; throughout their lifetimes they will be involved in significant learning activities that enhance their skills and knowledge and affect their attitudes about themselves and their environment.

Self-growth—a revolution in the publishing industry, with over two-thirds of nonfiction books devoted to personal growth and enhancement.

Technological synergism—a variety of technological developments combining, for example, television, computers, and telecommunication, that will have enormous impact on the way we live and work in the future.

Self-help groups—a proliferation of people joining together to help one another rather than relying on traditional professional helpers.

Networks—networks of individuals and groups sprouting about the country to share ideas and resources and support mutual self-help efforts.

Mentors—a realization of the importance of having a mentor, i.e., a more experienced individual who assists one with less experience as a model and a guide to further learning.

Paradigm shifts—new ways of thinking about our problems and goals and rejection of traditional linear thinking styles.

Negative forecasting—consistent errors in forecasting the future that impede our understanding of the impact of change and new developments in our society.

Human inventions—a consistent tendency to depreciate inventions that deal with human behavior and to overemphasize the importance of technological inventions that deal with physical things.

Information society—movement into the post-industrial era, an information society, in which our major product is ideas and knowledge synthesis.

#### DEFINITION AND PURPOSES OF COUNSELOR RENEWAL

Because the theme of our chapter is counselor renewal, it would seem important at the outset to clarify what we mean by the term. In the professional literature renewal is referred to by many names: professional growth, professional development, inservice training, continuing education, lifelong learning—and all of

these do comprise parts of the renewal process. We would like to be more precise and define renewal as the refining and updating of existing skills and knowledge, and the acquisition of new skills and knowledge. But we would add a third component that deals with motivation. To abandon the comfortable, the old, the traditional, the tried and true, and forge ahead into uncharted and unfamiliar territory requires a willingness to experiment, to change, to be comfortable with the possibility of failure, to take risks, and to enjoy—even thrive on—challenge. What is critical is that the renewer possess an intrinsic motivation to take full advantage of all possible learning opportunities, to create opportunities where none exist, and to pursue challenge and change because of personal striving for excellence. To us, therefore, the hallmark of the real professional is this innate urge for self-renewal, which places responsibility for growth and positive change directly on the renewer. How renewal takes place, how counselors go about enhancing and expanding their professional competencies, can be accomplished in a number of ways, which we speak to later in this chapter. But in fact, the means are only incidental to the ends, and it is this powerful urge from within that will push counselors to take the steps necessary to keep abreast and become anticipatory of emerging trends and human needs.

We have described some of the environmental turbulence that is swirling around our profession, demanding that we become more than we have been or are, requiring that we develop a broader perspective and acquire new skills. But the purposes of renewal are not only involved with what is "out there." Engaging in renewing experiences has at least four highly positive outcomes for our profession and for ourselves. First, as we identify client needs and concomitant counselor needs for new competencies, we are able to define more specifically our true mission and role. This then leads us to a second outcome—targeting our goals and objectives more exactly so that what we do is clearly relevant to today's world and the clients we serve. As a third outcome, we then multiply our ability to contribute substantively to our clients, our employing institutions, and society. And finally, because we see ourselves growing and learning, feel a strong sense of purpose in what we do, and move farther along the pathway to excellence, we experience more zest and excitement in our personal and professional lives.

## IMPORTANCE OF COUNSELOR RENEWAL

Why the current concern for counselor renewal when counselors have seemingly managed to exist so well and for so long without reference to the term, let alone develop any organized response to it? There is no simple short answer, but the following statements may help to explain why counselor renewal is as important as, if not more important than, the basic preparation of counselors.

1. **Professional obsolescence.** In 1940 it was estimated that professionals reached a point of functional obsolescence twelve years after their basic preparation. Today they experience the same obsolescence in three to five years or even less. The tremendous information explosion and the specific demands made upon counselors have made the knowledge and helping skills that were adequate in one time period quite insufficient for a time period only a few years removed.

2. **Inadequacy of individual judgment for renewal.** Counselors, like all professionals, are inclined to see needs in the light of their own skills and interests. They are more likely to continue doing what they have done well in the past, with minor changes, than they are to respond to new emphases which require additional training. It is easy for professionals to rationalize their focus and their personal competencies by maintaining that an existing need is as large and as important as ever. Reported student needs assessments, however, reveal disparity in counselor and student judgments of priorities for counseling, e.g., counselors assign top priority to personal counseling while students prioritize assistance in career planning and job finding.

3. **Lack of emphasis on counselor renewal in counselor education.** Counselor education programs give relatively little attention to helping counselor trainees prepare for systematic renewal. This is in contrast to other professions such as social work, law, and engineering that expect professional trainees to engage regularly in continuing education. Self-directed learning is practically ignored in most counselor education programs, with most counselors struggling to complete the heavy required sequence of courses necessary to obtain certification. For example, relatively few programs train counselors in data base searching of systems such as ERIC but continue to offer occupational information in the traditional manner.



4. **Inservice training no guarantee of renewal.** Inservice training programs are often seriously flawed in both design and delivery. They are not planned systematically to identify and address the extant needs of either client or counselor populations. Thus, a person may experience regular injections of inservice training but gain little immunity against the ever-encroaching obsolescence which lurks just over the horizon.

5. **Disproportionate emphasis on preparation of new counselors rather than continuing education of practicing counselors.** In the United States, there are approximately 125,000 employed counselors, with 5,000 to 6,000 new counselors being prepared each year. The attention of professional writers and professional associations, however, is more devoted to the preparation of the small number of new counselors than to the large mass of practicing counselors, even though the ratio is almost one to twenty-five.

6. **Low counselor turnover.** The paucity of new counselor openings and opportunities has led to increased aging of the counselor population. In some states the average age of counselors is approaching the 50's. Many of these counselors received their basic preparation several decades ago and have had little in the way of renewal and updating. Dated training, plus few significant renewal experiences, equals a pervasive malaise of obsolescence in the counseling community.

7. **Changes in counselor education program specialties.** Major changes are occurring in the specialties chosen by counselor candidates in their basic preparation programs. Many states report a major shift from school counseling to agency counseling, while in at least one state, California, more than half of counselor trainees are preparing themselves to be marriage and family counselors. These shifts in emphases in preparation programs reflect major changes in the placement opportunities for counselors. This means that if counselors have been trained in areas different from those now paramount in employment patterns, then they must undergo significant updating if they are to become effective practitioners in these new professional specialties.

8. **Low use of professional journal literature.** The professional readership of journal articles is small. Less than five percent of potential readers do, in fact, read a given article. It is interesting, however, that even with this low level of use, professional journals are still the most widely available form of renewal for counselors.

## RENEWAL MODES

Modes of renewal could be placed on a continuum, from formal learning wherein the responsibility lies outside the individual, to self-directed learning wherein the individual seeks out the activity and determines what is learned and how it is learned. What we are really describing here is the locus of control of the learning experience—who decides on the objectives and the means for achieving them. Thus, one way to operationalize the concept of renewal modes is to create a matrix involving objectives, means, the renewer, and the institution, utilizing the idea of locus of control as the basis for classification.

|              |             | Renewal Modes <sup>1</sup> |                 |
|--------------|-------------|----------------------------|-----------------|
|              |             | <u>Objectives</u>          |                 |
|              |             | Institution                | Renewer         |
| <u>Means</u> | Institution | 1 Formal                   | 2 Nonformal     |
|              | Renewer     | 3 Informal                 | 4 Self-directed |

Formal renewal experiences (box 1) are those over which the individual exercises little or no control, such as certain kinds of inservice training or courses required for salary increments or professional advancement. Such activities may practically be forced upon individuals, with both the objectives and the means determined by others, e.g., the employing institution or the state certification board.

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<sup>1</sup> Adapted from Mocker and Spear, 1982, p. 4.

Nonformal renewal experiences (box 2) are those in which the individual controls the objectives but not the means of attaining them. For example, a group of counselors may decide that additional training in computer programming would facilitate their record-keeping. They would like to invite a professionally trained person to visit their school and provide the skill training and individual attention needed to make each of them proficient. The principal, however, while approving of the idea, knows of a special course at a nearby college that will satisfy the counselors' need, at least in part, and offers to pay their tuition. In this case the counselors developed their own goal, but someone else decided how they would reach it.

Individuals control the means but not the objectives in informal renewal experiences (box 3). For example, the Dean recommends that the Counseling Department devise more effective ways of advising students regarding career choice, but it is left to members of the department to decide just how this is to be accomplished. In many ways this stance is based on the philosophical belief that individuals enjoy and benefit from the exercise of freedom and autonomy. Research, however, provides inconclusive evidence for linking individual responsibility with increased individual productivity, i.e., determining the goals for individuals but allowing them to choose their own means of attaining them does not insure that the experience will be more meaningful or that individuals will be more motivated to achieve set goals. On the other hand, increasing individual responsibility does not diminish the level of goal attainment.

As with the term counselor renewal, the term self-directed renewal or self-directed learning (box 4) is called various names in the professional literature, including self-planned, self-taught, self-managed, self-initiated, individualized, and autonomous renewal or learning. Total individual responsibility for objectives and means characterizes self-directed renewal, i.e., the individual exerts direct control over what is learned and the means for learning it. Researchers estimate that approximately 70 percent of all adults acquire new knowledge and skills in this manner (Mocker & Spear, 1982, p. 11). We have spoken of personal motivation as the crucial factor in successful renewal, and research supports this view indicating, however, that motivation is highly complex and that multiple benefits are usually anticipated by the individual pursuing the learning (Tough, Abbey, & Orton, 1980).

The most frequent reason people engage in self-renewal activities is that they expect to use or apply what they have learned (98 percent), while half (50 percent) of self-directed learners expect to derive pleasure from the experience (Mocker & Spear, 1982).

Researchers and theorists have established that one of the distinguishing characteristics of the mature person is the ability to make decisions and to take responsibility for the consequences of those decisions. If we agree with this concept, then our admiration for the self-renewing counselor not only increases but has its roots implanted deeply in philosophical and theoretical grounds.

With our focus on self-renewal, it is appropriate here to cite the research of Guglielmino (1977) who found eight factors that appeared to contribute to the readiness of an individual to become a self-directed learner, i.e., to engage in self-renewal. They are as follows:

1. Openness to learning opportunities
2. Self-concept as an effective learner
3. Initiative and independence in learning
4. Informed acceptance of responsibility
5. Love of learning
6. Creativity
7. Future orientation
8. Ability to use basic study and problem-solving skills.

Readers will note that, except for number 8, all of the factors listed relate to intrinsic characteristics—attitudes toward self, toward learning, toward responsible consideration of the future. We repeat, and we cannot emphasize it too strongly, successful acquisition and application of new knowledge and skills and the updating of existing learning and competencies are only two-thirds of the tripod of successful renewal; the third supporting leg is motivation, and without it the structure will totter and fall.



## FIVE-STEP MODEL OF COUNSELOR RENEWAL

How do counselors renew themselves, assuming that they are motivated to learn and change and grow? We make that assumption cautiously but with conviction, believing that it is the key to successful renewal. For no matter what means are devised for us to acquire new knowledge and skills, unless we engage wholeheartedly in the experience, we emerge just as we went in—no wiser, no more competent, perhaps even unhappy or frustrated at having to endure the activity. Truly self-renewing individuals participate enthusiastically in the experiences planned for them, but also, and here is the significant difference, are willing to and do take responsibility for self-directed learning and teaching.

Outlined below is a model for self-renewal, a systematic plan that counselors can follow to acquire the knowledge and competencies they need to keep them on target with and ahead of societal and client needs.

### Step 1. Motivation to Renew

Preceding any organized plan for renewal is recognition of the need to change. The stimuli for change are multiple, but they can be grouped generally under two major headings: precipitating factors and predisposing factors.

Precipitating factors are those in ourselves or in the environment which demand that we do something differently or learn something new if we are to preserve and/or enhance what is important to us. For example, counselors may be under real or imagined threat of losing their positions; newly-hired aides or paraprofessionals may be assuming some of their formerly onerous duties, allowing them the time they crave to develop a new program or research new counseling approaches; colleagues may possess skills or knowledge that they lack; the introduction of a new computer program may require that they update their ability to use it to best advantage; or, feelings of tremendous stress or burnout may force them to examine and revise their modes of working if they are to remain healthy and productive.

The factors that predispose us toward renewal come from within—the desire to become more knowledgeable in our field, the need to know about the most current and possible future developments in relation to our work, feelings of stagnation or

boredom, a strong liking for change and risk taking. No matter the source, something prods us to take action. We sense a discomfort and an unease with what is, and feel a strong desire to alter our situation. Motivation is the requisite first step in renewal; without it, we withhold the essence of ourselves and simply go through the motions of attempting to refine our skills or learn exciting new ways of doing things.

### Step 2. Analysis of Need and Determination of Objectives for Renewal

The next step is to assess the disparities between client, societal, and personal needs and our ability to respond to them. A variety of needs assessment instruments is available to make counselors aware of the current needs of the client population and alert them to changing or emerging needs that may require more than they are presently able to provide. To determine societal needs and refresh their knowledge of current developments that may impact what they do, counselors can undertake a systematic review of the literature, delve into data bases such as ERIC, read the works of innovative thinkers and researchers, take careful note of trends alluded to in television and newspapers, and join or at least become familiar with organizations involved in making future projections.

Once counselors have identified the impinging forces that call for update or change, they can then compare their own skills and knowledge with what is required. Assessing environmental presses is only part of the renewal process, however, for the real need for change may reside within the counselors themselves. In fact, they may be doing all they can and should to satisfy the concerns of clients but still experience the sense of self-depletion that comes from a disparity between efforts and outcomes. If this be true, then they must take time to step back, examine what they do, and seek new or more efficient means of accomplishing their objectives.

Clear identification of objectives follows this assessment process and is a necessary component of renewal. Lacking a target, the pursuit of renewing experiences is aimless and liable to fall short of the mark. Counselors must be quite certain of their direction and their goal if renewal is to lead to fruitful change and be a useful and rewarding personal and professional experience.

### Step 3. Selection of Means

Motivation is high, needs are known, objectives are clear. Now is the time to seek out the most efficient, perhaps the least costly, certainly the most effective means of achieving the goal. We call this the talent of being resource resourceful. In this step counselors identify workshops, training programs, courses, conferences; they visit and observe demonstrations in other settings; they talk to colleagues, mentors, role models, peers in other institutions; they search data bases for examples of what others have done in similar circumstances; they read avidly journals, classic professional literature, and new paperbacks; they write to or call their professional associations for information and assistance. And when they have accumulated as much information as possible about potential ways of achieving their objectives, they sort and sift to find the approach most appropriate for their particular need.

It is important in this stage of the renewal process to tailor the renewal method not only to the goal but also to the counselor's present level of development and learning style. What is suitable and helpful for one individual may not work with another, and each counselor brings different experiences to the learning situation and is probably fairly well aware of the way he or she learns best.

### Step 4. Tryout and Evaluation

For renewal to be meaningful, counselors must believe that the experience will be useful and satisfying both personally and professionally. Hands-on experiences are best, ones that go beyond telling or demonstrating and require the personal involvement and commitment of the renewer. As with most people, many counselors prefer low-risk tryout in which the chances of succeeding are good and there is no penalty for failure. As they adapt the renewal experience to their own learning styles, counselors then evaluate the "fit," deciding whether or not they desire to learn even more, hone their skills more finely, or add new behaviors to their current repertoire. Rewards become a powerful motivator to pursue renewal—both extrinsic, e.g., increased pay, recognition, and intrinsic, e.g., heightened feelings of satisfaction and worth and the ability to do something better or something they weren't able to do before. Programming the renewal experience for success is especially helpful for counselors who are wary of change and often provides the impetus to reluctant counselors to continue on the path of growth and learning.

### Step 5. Installation and Renewal

Practicing and acquiring proficiency in new behaviors and skills rapidly leads to their becoming customary procedures and, hopefully, to improving counseling services. When this occurs, it is time once again to begin the renewal process by analyzing system and client needs to ensure that counselors keep on target with current concerns and emerging trends. Yesterday's demands can easily become out of date in today's era of change and ferment, and counselors must be "sensitive to the beginnings of discontent,...search out new ways of responding, and equip themselves with the requisite skills and knowledge to make change where change is needed" (Walz & Benjamin, 1978a, pp. 424-5). Because changes in curricular content and emphasis traditionally lag behind current need, counselors are often in a position to make the first relevant responses to existing pressures and prepare for future demands. Renewing counselors are alert, resourceful, and proactive, and the process of self-renewal can help them confront creatively the challenges that lie ahead.

### RECOMMENDATIONS

Earlier we listed some of the major forces impinging upon counselors and described some of the specific ways we believe that counselor renewal can be achieved. From a broader perspective, we offer the following recommendations to the ACES leadership as essential steps in making counselor renewal a reality instead of a myth.

**1. Establish a national tracking system.** We must create an early-warning system that identifies the emerging needs and concerns of counselors and students. It is expecting too much of already-overburdened counselors to identify through their own efforts those issues that call for new training and additional knowledge. Such a national system not only must clarify and prioritize new needs but must do so in sufficient time that counselors can be prepared and ready to respond with vigor and certainty.

**2. Utilize existing resources and technology.** Many different kinds of human and physical resources existing today on campuses, in our professional associations,



and in business and industry are appropriate for renewal purposes. We need not invent new sources; rather, we need to catalog what is available and plan systematically for its use. An academy for renewal would inevitably fail if it tried to create its own faculty and resources. Our task is not to create; it is to choose judiciously from among already-existing resources those that are most appropriate for our needs.

**3. Assert a collective initiative for renewal.** We believe that we can make the most fundamental and effective response to the renewal imperative by clarifying our mission beyond all doubt, identifying the leadership for that mission, and providing an ongoing means of renewal for the deliverers and the leaders. To lack clarity or commitment to any of these three—mission, leadership, and renewal—is to insure mediocrity in the delivery of counseling services in this country.

**4. Commit ourselves to renewal.** Counselors at all levels and in all settings must assign a major priority to self-renewal. This requires more than an optimistic espousal of relearning and new learning. Nothing less than a systematic plan with clear objectives will suffice. However much our professional associations and employing institutions can and must do to promote renewal, its realization ultimately depends on the commitment of each individual to self-renewal.

**5. Retool counselor education.** The goal of counselor education programs must extend beyond preparing competent practitioners to helping each graduate acquire a positive attitude toward and learn the skills of self-renewal. The infusion of self-renewal antibodies against obsolescence must begin during the initial preparation program. To await the onset of crises and counseling incompetence is to court disaster for individual clients and for our profession. Counselor education program excellence will be measured by how motivated counselors are to continue to learn after leaving the program as well as by how learned they are at the time of leaving.

**6. Target renewal of presently employed counselors.** We are already witnessing considerable shifts in the activities and responsibilities of employed counselors. Unless we are prepared to abandon practicing counselors to the whims of their own proclivities for change and renewal, we must embark on a national effort to help them obtain the skills and knowledge necessary to regain their once highly-lauded but now severely eroded position in society. Clearly, the training of new counselors is important; but we must adjust the balance so that those who are

presently working receive their rightful share of attention and resources. Probably there is no quicker way to elevate society's evaluation of the worth of counseling than to empower those who are currently responsible for providing services.

7. **Insure equitable access to renewal.** Who counsels and how well will be determined by access to the new techniques and methodologies of counseling. If age, sex, or race becomes a factor in who is allowed to take advantage of new opportunities, we will be wittingly or unwittingly assigning the neglected group to the role of a permanent underclass. Counselors themselves should be models of commitment to equity, and at no time is this more important as we seek to insure counselor credibility for the future.

8. **Undertake research on the renewal process.** What we know about counselor renewal, we know by observation, inference, and ideas gleaned from other professions. There is no viable professional literature on counselor renewal. Even if belatedly, therefore, we believe that studying how counselors become self-renewing and identifying approaches that teach counselors the skills of self-renewal are appropriate avenues of research and investigation. Perhaps the establishment of an ACES Commission on Counselor Renewal would be the answer.

"A national effort to enhance counselor professional development and self-renewal is not a protectionist device for counselor survival. It is a futuristically-oriented imperative for a profession that daily grows stronger" (Walz & Benjamin, 1978b, p. 18). Personal renewal is the greatest challenge of our age. Obsolescence beckons with every new discovery. We have the option of being part of the new wave or being submerged by the undertow. Leadership in the helping services demands a personal and professional commitment to excellence. What shall it be—a resigned obsolescence or a spirited and enhancing renewal? It is for each of us to decide.

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## MIDLIFE CAREER CHANGE IN COUNSELOR EDUCATION

Noah M. Inbody

Substantive changes in society are causing our profession to move in exciting new directions. We are confronting different issues, training different populations for new settings, and becoming highly competitive. Counselor education is also experiencing dramatic changes, including entering the field of community counseling, training increasing numbers of students for nonschool positions, adding new courses, educating more members of minority groups, and sending more of our graduates into the business field. Our increasing expansion into the community poses some problems, however, such as developing and maintaining credibility in the community and attempting to bring order to haphazard standards for training, among others. Some possible solutions are suggested that can help the profession take a proactive approach to resolution of the problems and toward the establishment of unified, systematic, research-based counselor education programs.

As a "stimulus presentation" this article should not be so safe and unopinionated that its views will be unanimously applauded. Its stimulus purpose will be served when the reader reacts personally, creatively, and practically to one or more of the ideas presented. The triadic format suggested to the author included (a) exciting developments in counselor education, (b) potential problems, and (c) suggested alternatives or solutions.

The theme, "Midlife Career Change in Counselor Education," is no mere analogy. A comparison of where our profession is now with where it was even ten years ago points to the reality of career change. Today we are confronting different issues, training different populations for a myriad of new settings, and stepping from a relatively sheltered profession into one that is highly competitive. To a disinterested observer, it would be clear that counselor education has quietly gone through a career change in its midlife, or mature, period. When contemplating the

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complex, interacting worlds in which we live, we recognize that the continuing evolution of our professional services is and will be our responsibility.

What is the point of announcing the obvious? Very simply, this. Counselor education has not adapted its programs to the substantive changes in our society with the professional competence that we expect of other human service disciplines. With counselor education departments in over 400 institutions, our profession has yet to make a unified, systematic, research-based adaptation of our programs to our changed role. To put it bluntly, most of our programs have reacted individually when what is demanded is a proactive approach across the entire profession. A good dose of "futurism" would help us as we continue our inexorable midlife career change.

### EXCITING DEVELOPMENTS

Gradualism can mask the extent and profundity of change. Consider the truly exciting differences that we are currently experiencing but probably taking for granted.

#### Counselor Education and the Community Counseling Field

Graduate counselor education, or whatever names some of our programs have adopted for political or administrative reasons, has entered the community mental health field in a major way. While we used to train counselors exclusively for schools, we have now become a prolific provider of master's level community counselors. We have entered, uninvited, a domain that has long been reserved for psychologists and social workers.

#### Training for a Different Type of Student

The program with which the author is associated exemplifies the shift in the type of student trained. From 1977 to 1982, the ratio of non-school to school counselors increased from 1:3 to 2:3. The significance is seen in more than ratio or numbers—it is seen in the curriculum changes forced upon us by these new students who are quite different from those we traditionally trained. Many of our community counseling students are employed in community agencies and judge our programs

from their perspectives. Evaluations seem generally less positive than when provided by students employed in academic settings. This difference in students is exciting, and humbling, for counselor educators.

#### Curriculum Additions and Revisions

During the five-year period in the program referred to by the author, seven courses serving community counseling students were developed, while only one was added for school counselors. Even the traditional guidance courses have undergone revisions to serve community counselors better. Moving into the areas of marriage and family, alcoholism, grief, stress, and community counseling has been energizing for curriculum development. This is the story not of just the author's institution but of many others as well.

#### Dominance of the Master's Degree

Graduates of counselor education master's programs outnumber graduates of doctoral programs by a ratio of 26:1. Community mental health agencies find that the master's degree is sufficient for the majority of positions. Our 475 counselor education programs graduated 19,000 master's level counselors in 1980 (Shertzer and Stone, 1980). If even half of these graduates went into community counseling, each program would annually provide an average of over 20 community counselors—a total of 9,500 nationwide, year after year after year. Our primary product numerically is our master's level counselor. We have as profound a responsibility to the integrity of the master's degree as we have to the doctorate.

#### Minority Students and Minority Cultures

Depending upon the institution, increasing numbers of our students are members of minority groups, many of whom are training to counsel with minority populations. The critical issue is the effectiveness of our present training for dealing with minority groups. Theories, techniques, services, and internships will all be affected by the unique needs of each minority group, often far different from the needs of the majority white population.

### An Emerging Job Market in the Business World

In 1981-82, the Illinois Counselor Educators and Supervisors presented three programs featuring counselor education graduates who were hired by business or service industries because of their unique counseling skills. Their services ranged from training in communication skills to program development, application of statistical concepts for evaluation procedures, and employee assistance programs. Business and service industries are emerging as sources of career opportunity and satisfaction for counselors.

### Emerging Needs of Society and the Resources of Counselor Education

As our profession has expanded from school to community counseling, one senses that our future is just beginning. Life can begin at 40—at maturity. What needs of society, not fully recognized as yet, can counselor education enter and address naturally? Two areas repeatedly suggest themselves to this writer. Unresolved, these needs produce immense and unnecessary suffering.

**1. Addiction.** If they simply read through newspaper advertisements, even the sports pages, readers will be astounded by the number of agencies dealing with alcohol and drug dependency, weight control, smoking, and even non-resolvable, neurotic relationships. Depending upon one's definition of addiction—which can include the loss of control over one's life through involvement with any of the above subjects, or the tolerance/withdrawal syndrome of drug dependency—one can lump the family of problems under one theme: addiction. So prevalent is addiction that one could support the proposition that the human organism has an addictive component.

Surprisingly, addictions, seen as compulsions or even strong habits, often have a salutary effect on human life. A compulsive physician is often extremely thorough. Some positions, complex and demanding, may require not just a persevering person but a person addicted to work—a workaholic. Viewed from one perspective, one might diagnose a character disorder. From another viewpoint, threatening to the more prevalent conservative view of human nature, one could argue that such a trait in human beings could have evolved for the survival of the race. The notion of positive addictions is being suggested in the literature, and not for the first time. Positive addiction, coupled with the widespread attempts to cure addictions, suggests a fascinating research direction for counselor education.

Were counselor educators nationwide to engage in addiction research, we might find a better way of easing people away from destructive and into productive addictions. If we could learn to work with the powers of nature, even the addictive tendency, to the extent it exists, if it exists, could be harnessed for personal and societal benefit. Our terminology, changed, could refer to substitution rather than addiction counseling. The redirection of addictive tendencies into health, exercise, ideals, values, foods, music, art, and/or scholarship might be possible. Satisfaction derived from these addictions would be far different from the rewards obtained through drugs or chemicals. This would represent a concept breakthrough for the clinically abnormal, but, perhaps most of all, for the normal.

**2. Aloneness.** Once again, a casual glance at the paper reveals the difficulty single people experience in establishing serious relationships with each other. Singles groups attempt to attract specific populations, such as persons who possess advanced degrees, Catholics or Jews, widowed or divorced individuals, or single parents. Singles bars and restaurants do the same. Hundreds of self-help groups have been formed to provide the support only another sufferer can bring. The proliferation of such groups points both to the intense need for people to be with compatible others, and to the difficulty of doing so successfully.

Every semester, counselor education programs bring total strangers together in classes that are both didactic and experiential. Before long, several phenomena appear in many of these groups and classes: non-possessive caring; ease in self-disclosure; appropriate levels of intimacy; and for many, a reprieve from their sense of aloneness. What single persons yearn for, often in vain, we have the skill to help them accomplish regularly—fulfilling, empathic communication with others.

Were counselor educators to experiment with some of these groups in depth, we could develop and refine more effective and natural techniques. Imagine a group of counselor education institutions researching selected singles bars or singles groups, perfecting methods that allow people to meet each other on an increasingly intimate basis safely, without excessive fears, helping them to avoid the "meet market" phenomenon. Recent social conditions and frustrations may have readied large segments of our society to risk a major breakthrough in confronting human aloneness. Counselor education might be at the right place at the right time with its skills.



## POTENTIAL PROBLEMS

### Developing and Maintaining Credibility in the Community Counseling Field

The mental health field has been occupied by social workers, psychologists, psychiatrists, psychiatric nurses, and marriage and family counselors, all of whom are better known to society than counselors from counselor education programs. Credibility in the minds of professional peers and rivals will not come easily. Resistance appears in the form of licensure laws and entrenched attitudes, such as, "We hire only social workers." Society and our fellow professionals deserve to know that we are training competent community counselors. Until our credibility is fully established, our graduates will continue to face unnecessary barriers to employment in many agencies.

### Uncoordinated Curriculum

Master's programs that ranged from 30 to 48 or even 60 hours are not comparable. The American Mental Health Counselors Association (AMHCA) may do our work for us by establishing various levels of assured competencies. At the present time, each of our programs can have its own standards which means 475 different kinds of training in what we call a profession. We need criteria to guide each program, no matter what number of hours is required for a degree. Our graduates must possess competencies equal to those of graduates of other counseling disciplines. At higher levels of the master's degree we must be able to demonstrate our competencies convincingly to insurance companies and credentialing bodies.

### The Adequacy of Counselor Educators to Prepare Community Counselors

Retraining of counselor educators may be required in the near future. Psychologists are employed more and more by counselor education programs. Our lack of experience in the community counseling field, plus the demand for proven competency, means that retraining is a necessity. Possible methods of retraining are sabbaticals, research projects, part-time employment in community agencies, attendance at professional conferences of different mental health professions, and

leaves of absence to work in different settings. The day may come, and soon, when each counselor educator must either submit a program for personal retraining or expect to be replaced. When it comes to community counseling, our ability is not questioned, but our experiences and backgrounds are.

### POSSIBLE SOLUTIONS

#### Hold a National Conference on Curriculum

Within one year counselor education could identify a curriculum that would assure the relevancy of our programs, at whatever level we operate. Guidelines could be developed regarding minimum competencies for each type of training, whether it be a 30- or 60-hour master's program or a 90-hour doctoral program. The guidelines would insure that each program addressed specific competencies while leaving the most effective implementation to each institution. Competency, not regimentation, is our goal. This goal could be accomplished with efficiency if we conducted a national conference on curriculum. (Perhaps such a conference should be held annually!) In the year prior to the conference, coordinated efforts would lead to needs assessments of various communities, analysis of the knowledge and skill base required by existing community agencies, interviews with community counselors themselves, and collaboration with programs that appear to provide the best training. The advice and guidelines already established by AMHCA and ACES would be added to the other data. Emerging from the conference would be a consensus regarding curriculum for our several levels of master's training, and various tracks in our doctoral program. Each program could then compare what it offers with the guidelines, and make short- and long-range adjustments—enriching some courses, adding or dropping others.

The advantages of such an approach are many: rapid accomplishment of the task; standards developed in relation to the most recent research and needs assessments; nationwide institutional collaboration in the gathering of information; nationwide interest and commitment; a sense of unity in purpose among all 475 programs; no need to wait for an accreditation team to schedule each institution into its long-range time frame; knowledge by each program that it is professionally up-to-

date; and quicker compliance with existing standards supplied by AMHCA and ACES. Given adequate leadership, the results could be made available within a year, and program adjustments could begin immediately thereafter.

#### Publically Assert our Legitimacy in Community Counseling

Resistance to our new role must be met head-on. We need to demonstrate our competency and legitimacy in this area for the sake of the public, our professional peers, and our own identity. Yes, we prepare counselors for school settings, and yes, we also prepare community counselors. Our current programs have been reshaped for our new purposes, and further curriculum changes will be made as needed. And we have a history now, however brief, in community counseling. That positive history endorses our legitimacy.

#### Coordinate Interinstitutional Research

The research capability of counselor education could be coordinated to provide long-range studies, involving several institutions, to generate information essential to society and the profession. Addiction and aloneness are but two areas of ignorance which need attention. Society itself could be involved to a greater extent in our research, supplying the most pertinent sample populations and thereby contributing to the solutions of its own problems. Doctoral students, attaching themselves to ongoing research projects, could quickly reach a high level of knowledge and accurately identify the subtle aspects of an issue that needs further exploration, assured of the importance of their work to a grateful society and profession.

#### Introduce the Guidance Concept to Community Counseling

The array of professional services for which school counselors are trained can be applied to community mental health agencies. In a sense, the school counselor already has been trained as a community counselor, with the school as the community, because the school counselor works for prevention, development, and remediation. Having refined guidance services to schools over the years, counselor education is in the best position to apply its learnings to the community.

### Reestablish the Educational Component in Counselor Training

Ability to educate a community or a client is a necessary skill for community counseling agencies. Teachers who become counselors already possess an understanding of teaching/learning principles and techniques. Now that students from non-teaching backgrounds are swelling our programs, an education course applied to community counseling is appropriate. Our career change could unite us more closely with the schools of education within which we have been housed.

### Celebrate our Own Career Change

No one else will throw a welcome party for us. The horn we toot for ourselves could awaken everyone to what is already going on—counselor education's needed entry into community counseling. If society recognized this reality, all citizens might appreciate to a greater degree the professional expertise available to help make life happier and more meaningful.

### THE CHALLENGE OF CHANGE

Few counselor education programs will be able to ignore this simultaneously frightening and adventurous midlife career change. Most don't want to miss it. Entrance into the mainstream of the mental health movement has enlivened us already. We are eager to develop the new insights, approaches, and competencies which we are in the process of discovering. So much needs to be done that we cannot succeed without collaborating with each other—as institutions and as individuals—on a national basis. Sharing our experiences and research findings through the literature is no longer sufficient. Coordination of our resources and various directions is a professional must—now! Counselor education has benefited already by its entrance into community counseling. It is our unique challenge, similarly, to enrich community counseling and our society.



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## THE FUTURE DIRECTION OF GUIDANCE

H. B. Gelatt

Education and guidance/counseling both need to change, and because their needs are interrelated, the remedies are related. We are at the beginning of a transformation which involves fundamental changes in our thoughts, perceptions, and values—a true turning point—and it is a time to look to the future in deciding which direction provides the greatest advantage. A review of the past and the present and an examination of future trends relating to guidance and education reveal crises and opportunities ahead that call for leadership of the highest order. It will be critical in the new technological milieu to give increased attention to the human dimension of our world.

This paper is part of a project by the H. B. McDaniel Foundation, a nonprofit membership organization dedicated to fostering a role for counseling and guidance as exemplified by H. B. McDaniel of Stanford University. Dr. McDaniel died at a CPGA Convention in 1972 and the Foundation was formed the following year.

The project entitled "The Future Direction of Guidance" is investigating a potential new role for guidance and counseling services in California education. The project has reviewed the conditions of the past, surveyed the present situation, and looked at future trends and developments in terms of education, guidance and counseling.

The investigation started July 11, 1982, and what follows is a revision of previous papers presented in November and February. The McDaniel Foundation will attempt to involve professionals in investigating the potential of designing and creating a new and positive future for educating the youth of California.

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## INTRODUCTION

Everybody complains about education, but no one ever does anything about it. Mark Twain's comment about the weather could apply today to the public's attitude and behavior about education. Public confidence in education is at a disastrously low ebb. Much has already been written in the debate about the causes of this lack of confidence and about the actual performance of public education in the last two decades. Confidence in and performance of schools, of course, are related. And, when both are low, the public punishes the schools for not doing what they want, which of course makes them worse.

American education is obsolete; it produces people to fit into a reasonably well functioning industrial society and we no longer have one. The basic assumption driving American education, one both deceptive and dangerous, is that the future will be like the present. Schools are preparing people for a society that no longer exists—As schools shift away from the industrial model, schools will have to turn out a different kind of person—Schools now need to produce people who can cope with change. (Toffler, in Useen, 1981, p. 1)

Is there an analogy here between the problems of education and the problems of counseling? Public confidence in traditional counseling, psychology and psychotherapy is low. Is counseling functioning in an Industrial Society model? Does counseling need to change?

It is the theme of this paper that education and guidance/counseling both need to change. And it is also proposed that because their needs are interrelated, the remedies are related. The present is a critical time for both education and guidance/counseling. It is clear that just as the United States moved from an Agricultural Society to an Industrial Society, it is now moving to an Information Society. The time orientation of the waning Industrial Society caused it to look to the present for patterns of sowing, reaping and harvesting. Information Societies must look to the future. The principal role of information gathering is to guide future actions and produce future results.

Looking to the past or the present for causes or solutions to the problems of education and guidance/counseling may not be appropriate for the emerging Information Society. "We must begin to learn from the future in precisely the ways we have learned from the past" (Naisbitt, 1982, p. 18).

To solve our educational problems and to plan our educational strategies we must look ahead—and make our decisions accordingly. Education, as well as guidance/counseling, typically has past-oriented goals and methods.

The Information Society, sometimes called the Knowledge or Learning Society, might also be called the People Society, the Whole-Person Society or the Guidance Society.

- During our agricultural period, the game was man against nature. An Industrial Society pits man against fabricated nature. In an Information Society, for the first time in civilization, the game is people interacting with other people.
- Brain and consciousness research, together with the now home and systems theory coming out of the new physics, have produced several themes related to education and guidance.
  - There is a focus on subjective experience, states of consciousness and the unconscious mental processes.
  - We are noting an emphasis on voluntary self-regulation.
  - There is recognition of exceptional human abilities and our untapped capacities for learning.
  - We are becoming concerned with beliefs, guiding images and values.
  - "Whole-Brain Knowing" may be the key to the educational/learning process of the future. And "Do it yourself" may be the key guidance strategy.

These trends are leading to a "paradigm shift" of values, beliefs and attitudes. This shift is a new vision of reality which relates to the new paradigm of science. It is essentially a "guidance/counseling" view.

#### THE TIME IS NOW

We are now living in what John Naisitt (1982) calls the "Time of Parenthesis" (p. 249), the time between eras. In stable eras, he says, "everything has a name and everything knows its place, and we can leverage very little" (p. 252). But in the time of parenthesis we have extraordinary leverage and influence—individually, professionally, and institutionally—if we can only get a clear sense, a clear conception, a clear vision of the road ahead.



Now, therefore, is an extraordinarily advantageous time for guidance/counseling to take a look, get a clear conception, and provide the influence for designing the future services and programs which will educate and train people to live and work in the Information Society.

Toffler (1980) says there are two popular, contrasting views of the future. One view expects the future to continue the present. This straight-line thinking has been severely shaken by news of crisis after crisis. A bleaker version is becoming increasingly popular. Many believe that today's society cannot be projected into the future because there is no future. Although these are contrasting views, they both produce the same results in what people holding them will do about the future. Nothing. "For both lead to the paralysis of imagination and will" (Toffler, 1980, p. 12).

If the guidance leaders today believe that the future of guidance/counseling is hopeless or that we will automatically go back to the "good old days" then they will do nothing.

The first step in successfully designing a desirable future is to believe that it can be done. It may be that this first step, believing that a desirable guidance/counseling future is possible, should be the supra umbrella theme of the McDaniel Project.

Believing it can be done, of course, is only the beginning in designing a desirable future. What is also needed is a new vision of reality—an ecological, holistic system paradigm as described by Fritjof Capra in The Turning Point (1982). Guidance has always been concerned with the whole child and with the influence of the total environment on development. This new vision, coming from new concepts of space, time and matter developed in subatomic physics, includes the emerging "systems view" of life, mind, consciousness and evolution; the corresponding holistic approach to health and healing; the integration of Western and Eastern approaches to psychology and psychotherapy; a new conceptual framework for economics and technology; and an ecological and feminist perspective (Capra, 1982). The Aquarian Conspiracy "promotes the autonomous individual in a decentralized society" (Ferguson, 1980, p. 29). It is made up of people who are experiencing a growing capacity for change in themselves and know that it is possible for others. This is also what guidance has always been about. But now guidance/counseling has a major transformation movement on its side!

So what is the current state of affairs in education and guidance/counseling? A disastrously low ebb in terms of public support; the changing from an Industrial to an Information Society; the beginning of a transformation which involves fundamental changes in thoughts, perceptions, and values. "After a time of decay comes the turning point. The powerful light that has been banished returns" (I-Ching, from Capra, 1982, p. 4). Shouldn't guidance/counseling take the leadership at this "turning point"? Shouldn't guidance/counseling be the "powerful light" that returns?

#### THE NEW ROLE OF GUIDANCE/COUNSELING

Imagine a world in which the kinds of knowledge that have brought about technological advance continue to be discovered, but that knowledge is tempered by another kind of knowledge—about optimal human growth and development; about our real relationship to one another and to the universe; about our deepest motivations and ultimate goals; in short, about the human mind and spirit.

It is the imperative task of our generation to envision such a world, and to begin to create it. (Harman, 1982a, p. 1)

Perhaps this is the new role for guidance/counseling—in education, in the community, and in the world of work.

Technology has advanced rapidly in the last one hundred years. These advances have dramatically increased our power to affect the physical and social environment. In fact, no period in the development of the species comes close to matching the last century in magnitude of power rapidly acquired—and in its focus on crucial, civilization-shaping areas such as energy resources, weaponry, communications, and travel.

However, the rate of social invention in the past century has been very slow; our schools, political institutions, and economic systems have experienced no comparable improvement in this period. But now, a developing transformation in mind and spirit is occurring. Can this development possibly "catch up" with the advances in technology?

### High Tech/High Touch

John Naisbitt says, "We must learn to balance the material wonders of technology with the spiritual demands of our human nature" (1982, p. 40). He calls this "high tech/high touch." To compensate for the impersonal nature of technology we have evolved a highly personal value system. This has resulted in the new self-help or personal growth movement, sometimes called the human potential movement. "Technology and our human potential are the two great challenges and adventures facing humankind today" (Naisbitt, 1982, p. 40).

This new role for guidance/counseling, of balancing high-touch with high-tech, is being described as an imperative task that is both a challenge and an adventure. It is imperative because the consequences of failing are sobering. It is challenging because it will be difficult. It is adventurous because it is both risky and potentially transformative.

Leaders who are successful at bringing about change are those who have a clear vision of what they are striving for. And they can articulate the imagery that creates the understanding, the compelling moral necessity that the new way is right. Guidance leaders need to articulate a clear vision of the new future and stimulate the creative development of vehicles and methods to get there. And guidance leaders must devote much of their energy to doing it.

### What Needs to be Changed?

An historical analysis of guidance and counseling within public education by Roger Aubrey (1982) revealed a "house divided" by diversity and contradictions. The purpose of guidance in the beginning was to give people help and information in choosing jobs or further education. The first guidance movement in schools, vocational guidance, began in response to industrialization and changing patterns in American society and education practice. A second school movement, educational guidance, was actually a mixture of two views.

One view arose from the necessity for a distributive and adjustive element in schools due to crowding, shortages of administrators, classroom management, an expanding curriculum, and universal compulsory attendance laws. The second view of educational guidance began as a broadening of earlier schemes of vocational and moral guidance and in time gave rise to a view of guidance relegating vocational aspects to a lesser position. This view would in time evolve into present day

theories of developmental and psychological guidance. (Aubrey, 1982, p. 200)

Counseling entered as an adjunct process to guidance and as a tool or technique to achieve certain outcomes. Counseling and guidance, however, instead of striving for some unifying principles or common conceptual framework, have split into camps centering on technique or outcome.

In one sense, the entire history of public school guidance and counseling is a chronicle of individuals and movements attempting to gain acceptance by the gatekeepers of the existing educational order. (Aubrey, 1982, p. 202)

Acceptance had to be won on a district by district, school by school, or teacher by teacher basis.

Guidance has changed in the past, responding to changing conditions and values in America. Industrialization, the Progressive Movement, and Sputnik are examples. From information-giving to vocational guidance to distributive and adjustive services to counseling to broad educational guidance to developmental and psychological guidance and then back again. But guidance has always been an adjunct service looking for the receptive entrance through the gates rather than pursuing a unified, whole-person, holistic, systems approach to becoming the architect or the "guide" of an educational-learning environment without gates.

What guidance must now learn to do is "to be able to choose the lines of greatest advantage instead of yielding to the path of least resistance" (G.B. Shaw).

Although we do not always act accordingly, we know how to learn from our past mistakes and successes. Now we must be able to learn from the future! Thinking is a process by which we make sense out of the world in order to make decisions about what to do. We need to learn to look ahead as well as look back when deciding what to do.

Following is a look at some current trends and some future possibilities. By looking at what's happening and what's going to happen, we are in a better position to decide the leadership path of greatest advantage.



## LOOKING AT THE PRESENT AND THE FUTURE

### Current Status of Guidance and Counseling

1. Education is at a low ebb in the public confidence.
2. Education is no longer producing a high-achieving product. "For the first time in American history the generation moving into adulthood is less skilled than its parents" (Naisbitt, 1982, p. 33).
3. Guidance and counseling, as a supplementary service to education, is seen as a luxury not a necessity.
4. Resources, funds and support are being withdrawn from education, and especially from guidance/counseling.
5. Guidance and counseling continue to plead for their place in the sinking sun and to fight for survival without a unifying principle or a plan for meeting future needs.

### Current Status of American Society

1. The Industrial Society is rapidly changing into an Information Society.
2. This change is requiring a new time-orientation which focuses on the future, rather than the present or the past.
3. The knowledge explosion is bringing about a shift in values, beliefs, and views of reality. This paradigm shift is being described as a major transformation, a turning point in terms of the human mind and spirit.
4. The new knowledge and new visions have profound implications for education—in what, when, how and why people learn; for guidance—in its role of providing appropriate and effective learning climates; and for counseling—in how people are helped.
5. Demographic, economic, social/political and technological trends are causing discontinuous change to American society and posing both crises and opportunities for education and guidance/counseling.

### Future Trends Related to Guidance

#### **1. The Information Explosion**

- The new source of power is not money in the hands of a few but information in the hands of many.

- Information is an economic entity because it costs something to produce and because people are willing to pay for it.
- Education started out in an America that was experience-rich and information-poor. Today America is information-rich.
- The amount of information that exists is almost always greater than the processing capacity of an individual.
- To learn how to operate effectively in an information-rich environment, individuals must learn how to choose the information they receive and use.
- The interrelationship of information and values is crucial.
- Today's information technology—from computer to cable television—did not bring about the new information society. It was well underway by the late 1950's (Naisbitt, 1982).
- In 1950 only about 17 percent of Americans worked in information jobs. Now more than 60 percent do.
- Industry in America has become "brain-intensive" rather than "capital-intensive."
- We need to create a knowledge theory of value to replace the old labor theory of value.
- New information technologies will at first be applied to old industrial tasks, then, gradually, give birth to new activities, processes and products (Naisbitt, 1982).
- We have for the first time an economy based on a key resource that is not only renewable, but self-generating. Running out of it is not a problem, but drowning in it is (Naisbitt, 1982).

## 2. The New Vision of Reality

- A "paradigm shift" is occurring in people, whose new perspective will trigger a critical contagion of change (Capra, 1982).
- General systems theory is symptomatic of this new view. No longer is the world seen as a blind play of atoms, but rather as a great organization.
- The new paradigm uses a broader view of evolution and knowledge about the nature of profound change that makes transformation of the human species seem less and less improbable.
- Humankind seems to be undergoing a major transformation that resembles the kind of evolutionary processes that have resulted in the emergence of new species.

- A new way of thinking is now needed to deal with our present reality, which is sensed more sensitively through intuition than by our capacity to observe and to reason objectively (Salk, 1983).
- The human mind and its evolution can be seen as both the cause of the human predicament and a means for its amelioration (Salk, 1983).
- A dominant paradigm is a basic way of perceiving, thinking, valuing and doing associated with a particular vision of reality (Harman, 1982).
- The problem is you can't embrace the new paradigm unless you let go of the old.
- Transformation is, literally, a forming over, a restructuring. It is described as "new seeing." The transformation of consciousness refers to the state of being conscious of one's consciousness.

### 3. Whole-Brain Knowing

- Most of our total mental activity goes on outside of conscious awareness. If educators were to take this one finding seriously, it alone would create a minor revolution in educational thought and practice (Harman, 1982b).
- An important step in learning to be more productive and creative is removing barriers—which include unconscious negative beliefs.
- The deliberate use of consciousness-expanding techniques in education, only recently well underway, is new in mass education.
- Until recently, the voluntary control of autonomic functions was considered extraordinary; now it is an ability readily learned by most people using biofeedback.
- Within certain physical and biological constraints, it may be that the only limits on our abilities are our own beliefs and values (Harman, 1982b).
- We "know" things unconsciously which we do not know consciously. Unconsciously one part of ourselves knows how to hide information from other parts of ourselves. Similarly, one part of our minds knows how to retrieve information stored in memory—a feat not understood or accessible by the conscious mind (Harman, 1982b).
- Studies of biofeedback and relaxation training with students have consistently indicated that it can increase self-esteem, reduce anxiety, foster an internal locus of control, and improve academic performance.
- Teachers and students find guided imagery or visualization techniques effective for increasing interest and involvement in classroom activities;

for improving learning, memory, and performance; and for enhancing self-expression and creativity.

- "Discoveries about the nature of mind, unfortunately, have been like the slow-moving news of armistice. Many die needlessly on the battlefield, long after the war is over" (Ferguson, 1980, p. 296).
- "When the basic premises about the nature of the human mind undergo change—as seems to be happening in the scientific community and in the culture—then everything about education is affected" (Harman, 1982b, p. 11).

#### 4. The Modern Workplace

- There is a job revolution beginning in America, a basic restructuring of the work environment (Naisbitt, 1982).
- There is a growing emphasis on the quality and meaningfulness of work life.
- There is much greater vertical involvement in decision making.
- Paid employment will no longer be a prerequisite for self-dignity.
- There are new approaches to effective utilization of human energy and competencies, such as flextime, part-time jobs, job sharing, skill banks, ad hoc assignments, and use of direct service volunteers.
- Long established managerial patterns are being replaced by those that seek and reward entrepreneurial efforts.
- Decentralization is moving faster than centralization.
- We are moving from the specialist who is soon obsolete to the generalist who can adapt.
- The new leader is a facilitator, not an order-giver.
- The most important element of the excellent companies is an ability to be big and yet to act small at the same time. They also encourage the entrepreneurial spirit among their people (Peters & Waterman, 1982).
- We will restructure our businesses into smaller and smaller units, more entrepreneurial units, more participatory units.
- Networks offer what bureaucratic hierarchies can never deliver—the horizontal link.
- In the network environment, rewards come by empowering others, not by climbing over them.



- In the new paradigm, work is a vehicle for transformation. "The workaholic, like an alcoholic, is indiscriminate in his compulsion. He attempts to find meaning by working. The individual with a vocation, on the other hand, finds meaningful work. A vocation is not a job. It's an ongoing transformative relationship" (Ferguson, 1980, p. 343).

## 5. Self-Help, Self-Determination Networks

- There is the beginning of a significant shift in values from the administration of large scale enterprises and institutions to the notion 'small is beautiful,' from material consumption to voluntary simplicity, from economic and technical growth to inner growth and development (Capra, 1982, p. 24).
- We are moving from an institutional help society to a self-help society.
- Self-help and mutual-help networks are becoming a powerful transformative force in America. About 15 million Americans now belong to networks in which people help each other deal with personal problems.
- The basic building block of society is shifting from the family to the individual.
- "Each person comes with his own doctor inside" (Schweitzer).
- Most illnesses are self-limiting. The primary issue in recovery is belief.
- The new definition of health: Shared Enlightenment.
- "Together we can solve the problem. It is our opponent, not each other" (Gandhi).
- We are moving from a politics of aggressive leaders with passive followers to leaders and followers engaged in dynamic relationships, affecting each other.
- We are moving from a choice between best interest of the individual or community to a refusal to make that choice. Self-interest and community interest are seen as reciprocal.
- Power is changing hands, from dying hierarchies to living networks.
- It is in helping others that one is helped.
- "Much of life is self-fulfilling prophecy. The citizen who takes responsibility for his/her own self-awareness and self-determination will become visionary, energetic, and enduring" (Ferguson, 1980, p. 232).

- Personal development has become the complement to job enrichment and a human workplace.
- "If now, as polls and some educators are saying, the society prizes self-actualization above all else—how do you teach?" (Ferguson, 1980, p. 285).

## 6. Multiple Options

- We are a multiple-option society ("31 Flavors"). We can turn our backs on mass media and mass production. We can buy what we want, watch what we want, read what we want, etc.
- There are 752 different models of cars and trucks sold in the United States, and that's not counting choice of color.
- The "either/or" choices in the basic areas of family and work have exploded into a multitude of highly individual arrangements and lifestyles.
- "The diversity in American households of the 1980's has become a Rubic's cube of complexity. And like Rubic's cube, the chances of getting it back to its original state are practically nil" (Naisbitt, 1982, p. 233).
- The employment world is a buffet of multiple-options: part-time, flex-time, working at home, working partly at home and partly at the office, job sharing, etc.
- Multiple-option characterizes the arts today, and architecture, and music.
- The new interest in religion is multiple option.
- There were 1,768 frozen foods introduced in the last five years.
- We may soon have 200 cable-TV channels.
- We have moved from the myth of the melting pot to a celebration of cultural diversity.

## 7. High Tech/High Touch

### Trends during last 100 years (in high-tech development)<sup>1</sup>

- increase in speed of travel by a factor of 100

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<sup>1</sup>From Dede, 1978.

- increase in control over infectious disease by a factor of 100
- increase in data handling speed by a factor of 1,000
- increase in power of weaponry by a factor of 1,000,000
- increase in speed of communications by a factor of 10,000,000

This 100-year period contrasts with approximately 8,000 years since the development of agriculture (the beginning of historic societies) and 500,000 to 2 million years since the first hunting tribes (the beginning of the human race).

#### Metaphor of this Crisis (to emphasize its recency and rapidity)

- Imagine the human race has been on earth only one hour.
- 49 minutes and 40 seconds into the hour, agriculture was developed.
- 1/4 of a second ago, the Industrial Revolution began.
- The trends listed above occurred during the last 1/10 of a second.

#### The High-Touch Response<sup>2</sup>

When it becomes easier to communicate with each other, easier to visit each other, and easier to annihilate each other, people begin to look more closely at themselves and their relation to each other.

- The more high-tech around us the more need for high-touch.
- For the first time in civilization the "name of the game" is people interacting with people.
- High-tech robots and high-touch quality circles are moving into factories at the same time. The more robots, the more circles.
- The more high technology we put in our hospitals, the less we are being born there or dying there—and the more we are avoiding them in between.
- The technology of the computer allows us to have a distinct and individually tailored arrangement with each of hundreds of individual employees or students.

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<sup>2</sup>From Naisbitt, 1982.

- The utilization of electronic cottages will be very limited. People want to be with people.
- The unlimited use of high-tech in energy, weaponry, and communications is being resisted more and more by people protests.
- As technology interrupts, or alters, our social relationships we tend to either reject it or to find intensified human contact somewhere else.
- The old fears of the computer as a tyrant are being balanced by experiences where the computer is acting as liberator, freeing people from a range of inhibiting restraints.
- High-tech interactive communication increases personal transactions geometrically. Some of the greatly increasing personal transactions will undoubtedly go sour, resulting in more personal and legal conflicts.

### EMERGING TRENDS AND DEVELOPMENTS IN EDUCATION<sup>3</sup>

#### Demography

1. The number of children under age five will increase almost 20 percent between 1980-1985.
2. A continuation of growing demand for pre-school education seems very probable.
3. There could be a shortage of elementary schoolteachers in the late 1980's.
4. Because of regional fluctuations in population, some school districts will be coping with severe declines while others experience growth.
5. Increases in two-income families and in divorce rates and separation are likely to create a demand for new school services.
6. Over the 1980-1994 period, college and university enrollment has been projected to drop by 1.8 million.
7. However, because of economic change, needs for career mobility, and rapid technological developments altering job roles, the proportion of adults seeking higher education may grow.

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<sup>3</sup>From Dede, 1981.



8. The demand for adult informal education (and education of the elderly) is likely to increase as changing cultural patterns and family life impel people to seek new coping and actualization skills.
9. In education, competition will take place among the human service sectors for limited amounts of funding.
10. Education will not have a strong claim on social priorities in terms of extra funding.

#### Social/Political Forces

1. Reliance on the advice of "experts" for most social/economic decisions will become increasingly necessary; yet citizens will resent making choices on the basis of blind trust.
2. People will tend to become conservative in their political orientation.
3. Heightened value conflicts will occur between those who continue to espouse a narrowly rational, high technology-based, materialistic "American Dream" and those who proselytize for a shift to a more adaptive, ecological, spiritual lifestyle.
4. Planning, leadership and self-renewal will become increasingly problematic for institutions, as responding to crises in the here and now consumes greater amounts of time and resources.
5. Leadership will become very difficult in education. Multiple, continual problems will drain resources, and the strains which students experience in their lives will make maintenance of traditional academic standards almost impossible.

#### The Economy

1. Major shifts seem probable over the next decade in the nature of the work force and in needs for occupational retraining.
2. The impact of high inflation/low economic growth on the funding of education is likely to be even more significant.
3. There may be as many as 21 million more workers in the U.S. by 1990.
4. Employment will grow most substantially at upper skills levels and very little at lower skills levels. The service sector will experience the greatest growth, while the farm sector and most middle management jobs will decline.
5. All told, about half the job roles listed in the Yellow Pages of the telephone book will alter dramatically over the next decade.

6. These job changes will create massive needs for adult retraining.
7. A revision of the school curriculum will be required to reflect the "new basics" of this technological society (computer literacy, creativity, flexibility, and decision making given incomplete information).
8. Demands for accountability and evidence of competence will force conservative decision making and the proliferation of paperwork to document performance.
9. Academic freedom and tenure will be seen as luxuries by increasing numbers of taxpayers.
10. A temptation for federal policymakers will be to continue funding only immediate-impact, targeted programs as a way of building constituent support for educational funding by Congress.

### Technology

1. New information technologies will not only revolutionize the workplace but will also transform the methods by which educational services are delivered.
2. Educational devices will be adopted which provide instruction at a lower cost and allow types of instructional interaction not possible before. Such devices include hand-held computers, micro-computers, mainframe computers, computer networks, mass telecommunications, and interactive videodiscs.
3. Over the next decade, the curriculum will likely increasingly be divided into two parts, "education" and "training," with education being done exclusively by people but some training by machines.
4. Most curricula will be carefully differentiated mixtures with training initially predominant, then ever-increasing amounts of education being added.
5. This shift is likely to make possible much greater efficiency in learning.
6. Educational devices have the potential to reshape both the delivery systems used to convey instruction and the subject matter of the traditional curriculum.
7. These technologies may expand the pool of educational consumers beyond the traditional student population to include very young children, recipients of industrial or professional training, the aged, adults engaged in nonformal learning activities—in short, virtually everyone in society.

## WHERE SHOULD WE GO FROM HERE?

This paper has briefly reviewed the past and the present and has taken a somewhat closer look at future trends and developments. Each one of you has your own past and present and your own view of the future.

Trends and developments in the past, such as industrialization, the Progressive Education Movement, Sputnik, student unrest, desegregation, civil rights, women's rights, and drug abuse, have caused crises and opportunities before. The degree to which guidance/counseling responded to these opportunities partly tells the story of the degree to which these services survived and thrived.

The trends and developments of the future are again presenting crises and opportunities. However, a lot of evidence is suggesting that these trends are much more profound in magnitude and in rate. Big changes are occurring, and they are occurring fast.

There are many possible futures for guidance/counseling, and many paths to get there. Which future does guidance/counseling want? And which path will we choose to get there? Where is the leadership to help point the way?

### Which Way Will Counselors Go?

What will counselors likely do, what possible path will they choose in the absence of strong, creative, futures-oriented, risk-taking leadership? In a recent AACD Journal, Gilbert Wrenn (1983) said that counselors are sensitive, caring persons skilled in psychological assessment techniques, knowledgeable about the developmental characteristics of the client's age level and about the socioeconomic environments that influence the client. "Counselors are also thought to be rather passive, accepting individuals who often work in situations where the rules and working conditions are determined by others" (p. 323). He says they often accept working expectations which reduce their effectiveness with only mild mutterings of discontent.

There is seldom an aggressive and persistent attempt to change the attitudes of the critics or to improve the environments that influence counseling effectiveness. (Wrenn, 1983, p. 323)



Over 20 years ago Wrenn said,

Counselors...tend to be security-oriented, in part because they relate themselves more easily to the past than to the future....But safety for the present may mean disaster for the future. Counselors need to balance undue caution with a risk-taking orientation. (Wrenn, 1962, p. 109)

Wrenn's recommendations for counselors to engage in more future-oriented, risk-taking counseling 20 years ago was apparently not well received. Today it may have become a requirement rather than a recommendation. Robert Theobald told us that there is no riskless route into the future; we must choose which set of risks we wish to run.

Guidance and counseling personnel have survived and even grown during the last 20 years while "playing it safe." However, as observed by Tammenen and Miller in 1968:

Faith, hope and charity have characterized the American attitude toward guidance programs—faith in their effectiveness, hope that they can meet important if not always clearly specified needs, and charity in not demanding more evaluative evidence that the faith and hope are justified. (California SDE, 1982, p. 3)

The current economy has made that attitude no longer possible. Counseling is at a crisis point. "In my more than 50 years in the field, I have never seen the entire profession as vulnerable as it is now" (Wrenn, 1983, p. 323). Mild mutterings of discontent are to be expected. Even wild screams of anger may be heard. However, it's what we do, not what we say, that will make a difference. It's time to do something. Something strong, creative and futures-oriented. Even something risky. "Most people fail because...they do not wake up and see when they stand at a fork in the road and have to decide" (Fromm).

The leaders of the guidance and counseling profession need to wake up, see the fork in the road, and decide which way we should go from here!

The future does not exist.

It must be invented.

It will be invented by someone.

We have only two choices. Plan. Or be planned for. If we choose to plan, leaders will need to instill in others:



1. Knowledge that there is a problem.
2. A vision of what is desirable.
3. A belief that the vision can be achieved.
4. Tools to bring it about.

#### A Call for Leadership

Following are some ideas, some inspirations, and some suggestions for leaders who want "to instill in others...":

##### 1. Knowledge that there is a problem

Organizations don't fail because they can't solve their problems. They fail because they won't see their problems. (John Gardner)

Of course, you say, everyone knows guidance has a problem. The difficulty comes in identifying what the problem is. It is of little help, however, to continue to debate the history of the past or to argue about the mistakes of the present. What is important now is to look ahead to the future to see what is needed. This is what is meant by "learning from the future."

The real problem is: Guidance/counseling needs to change. But this problem itself presents problems:

Faced with the choice between changing and proving that there is no need to do so, almost everyone gets busy on the proof.

(John K. Galbraith)

Left to their own devices, most people will stay the same.

(Gerald Piaget)

Counselors are also thought to be rather passive, accepting individuals who often work in situations where the rules and working conditions are determined by others. (Wrenn, 1983, p. 323)

Guidance leaders are faced with the problem of leading counselors to change when people, in general, don't want to change, and counselors, in particular, are not the type to determine assertively their own fate.

The first big motivation for change is a dissatisfaction with the status quo. However, many people will stay dissatisfied and even stop complaining if they don't have a vision of what would be better and a belief that it is possible to get there. Therefore, guidance/counseling leaders must quickly develop and present the vision, the belief and the tools!

2. A vision of what is desirable

Individuals are like light bulbs seeking a socket: we need the electric current of a doctrine to make our lives light up and glow. (Eric Hoffer)

Probably the most compelling need of guidance and counseling right now is for something to "turn us on." Guidance leaders must step forward with this doctrine, this guidance goal, this image to strive for.

Peters and Waterman, in their new best seller In Search of Excellence (1982), found that the prime leadership role of successful managers in excellent companies was the process of shaping culture. The leader "is the creator of symbols, ideologies, language, beliefs, rituals and myths" (p. 104). They quote Warren Bennis speaking of the primacy of image and metaphor:

If I were to give off-the-cuff advice to anyone trying to institute change, I would say: How clear is the metaphor? How is that understood? How much energy are you devoting to it? (p. 105)

Bennis goes on to say that it is not so much the articulation of goals about what we should be doing that creates new practice. It's the imagery that creates the understanding, the compelling moral necessity that the new way is right.

Imagine a future society in which the human side of our knowledge and values is at least equal to the technical side. It would be the mission of these new guidance/counseling leaders to advocate, promote, encourage and advance this side of society's development into the future.

3. A belief that the vision can be achieved

The kind of leadership that is called for is what Peters and Waterman call transformative, i.e., leaders who change the course of events, who launch enterprises. This is to differentiate from transactional leaders, who run enterprises and get things done through structure and organization. In other words, charismatic leaders are called for, not operational leaders.

This is not to say that the human side of future development does not need operational managers. These kinds of leaders already exist. Many guidance and counseling activities now in operation promote high touch, consciousness development, voluntary self-regulation, and/or the holistic approach. These managers and practitioners need motivation and reinforcement to continue toward their goal.

This kind of leadership not only creates the vision, image, and symbols but also the belief necessary to reach the vision. It's the leadership that creates the compelling moral necessity that the goal is not only possible but worth working for.

If you think the importance of image and belief is being overstated, consider this:

Your image of the future is the most significant determinant of your decisions in the present.

or this:

It may be, within certain physical and biological constraints, that the only limits to our abilities are our own beliefs and values. (Harman, 1982b, p. 6)

#### 4. Tools to bring it about

One who has a hammer treats the whole world as if it were a nail.  
(Maslow)

It is our temptation to see the solution to future problems only in terms of current tools. However, new problems may require new solutions and new tools.

Guidance leaders will want to become aware of old, current, and new tools that will effectively lead us to the new image, new dream, new guidance goal of the future. This again will require us to take off our "blindness" of dogma, theory, turf, and pet practices. It's hard to be creative when you already "know the answer."

Guidance leaders may even need to look into other fields, other disciplines; give up previous taboos; learn completely new skills; and give away some of their expertise. Guidance leaders will need to be inventive, willing to borrow, and willing to give away.

The H. B. McDaniel Foundation, which commissioned the writing of this paper, is sponsoring a project which will attempt to collect ideas, suggestions, visions, beliefs, tools, concepts or any successful practices which are putting some weight on the human side of the rush into the future. Regional conferences of ACES will also be discussing potential new roles for counselors and counselor educators.

This paper has suggested that education and guidance/counseling both need to change. The present crisis is a critical time for counseling and counselors. The trends which have led us into the Information Society are leading to a paradigm shift of values, beliefs, thinking and doing. This new shift is essentially a "guidance/counseling" point of view.

What is needed in this "time of parenthesis" is strong, creative, futures-oriented, risk-taking leadership from counselors to turn the crisis into opportunity. This may be the "turning point" for our profession.



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## BUILDING ON THE PAST—A CHALLENGE FOR THE FUTURE

Robert O. Stripling

The Western world has inherited a rich and stimulating culture that has taught us much about the dignity of human life and our responsibility to other human beings. We have also inherited great problems such as poverty, war, and pollution. Counselor educators are facing the question of how to draw upon our rich heritage and our already considerable progress to design the most effective counselor training programs for the counselors of tomorrow. We are called upon to commit ourselves to a rigorous examination of counselor education in the next year and to use the papers from the Flagship Conference to make recommendations that will improve all aspects of counselor education and training.

We of the Western world have inherited a rich and stimulating culture. Our Judeo-Christian faith has provided a fertile environment in which to explore the place of woman and man in our universe. This environment has stimulated profound ideas about the dignity of human life. We now recognize the importance of the individual's spiritual, mental, and physical growth. Our rich culture has also nourished a deep sense of responsibility concerning other human beings. We are gradually beginning to gain insights about the oneness of the universe. More and more we realize that the ultimate destiny of human life is tied not only to other life but also to the physical aspects of our universe.

Woman and man's search for the meaning of life, for self-identity, and for direction has been guided by the Jewish and Christian writers of the Old and New Testaments. From Socrates we have inherited methods of both teaching and learning. We must realize, however, that the Socratic method of teaching is not without risk. After a fourth-grade teacher had talked to her class about Socrates and the world in which he lived, she asked the students to write a story. One wrote: "Socrates was a great man. He went around asking questions. They poisoned him."

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We have also been influenced greatly by the transcendental poets of the nineteenth century. Their creative minds have helped us perceive more clearly the transcendental laws of the universe. Some aspects of human life transcend our frail bodies: love, spirituality, truth. These truths, while a part of humankind, go beyond our physical selves and tie us into a oneness with the universe.

Today we are learning more about the culture of the East. We are beginning to grasp the significance of meditation in the development of human potential. Eastern culture is helping us understand more clearly how we can train our minds to control our physical responses. Humankind has the capacity to transcend the dualism of mind-body. We are beginning to perceive the relationships between our biological, sociological, and psychological selves.

Even as we speak of the richness of our cultural heritage, if we are realistic, we cannot ignore some of the less attractive aspects of our world: poverty, war, the arms race, worldwide pollution. It is possible that we have reached a critical period in history where time is running out and we must at least lay a foundation for the solution of our problems. Consequently, as practicing counselors, supervisors, and counselor educators, we have a two-fold mission. First, we must use our accumulated wisdom as world citizens to help solve the great problems of our age. Second, we must provide our fellow citizens with counselor preparation programs and with counseling, guidance, and personnel services which combine the best of the past with the best of today's age of information and communication.

Guidance and counseling, as formal services, are children of the twentieth century. These services did not stem from the discovery of a deep need in human development. Rather, they were created to meet the manpower demands of the industrial revolution and the urbanization of our society. In this respect, counseling and guidance, like all other professions, has grown out of societal needs. While society has identified needs to be met by different professional groups, the responsibility for determining the quality of professional services rests with the leaders within each profession. Thus, as leaders in the counseling, guidance, and personnel profession, we must be diligent in our efforts to improve the quality of both preparation and services.

In vocational guidance, we have moved from the early concepts of Parsons to a model for career development which embraces the life span of mankind. We have



moved from the trait theories of human behavior to the self-psychologies of the last half-century and to the transpersonal psychologies of the 1980's. In like manner, we have broadened a single model of counseling to include a number of approaches for dealing with the needs of clients.

Counselor education, as a specialty in graduate education, developed under the leadership of U.S. Office of Education personnel during the late 1930's and early 1940's. State supervisors of guidance services were the first advocates for the installation of counselor education programs in state colleges and universities. In these early days counselor education faculty in many institutions were funded either completely or in part from U.S. Office of Education funds.

Counselor education programs were designed originally to prepare guidance and counseling personnel to work in secondary schools, an emphasis which stemmed from earlier ideas of matching people to jobs. It was not until the 1950's that any serious consideration was given nationally to the preparation of elementary school counselors. This was a slow development which did not get under way until the 1960's.

During this same period, college and university student personnel specialists were developing professional preparation programs and were being recognized as important professionals within the higher education community. During the last two decades counselor education graduates have moved into many new settings such as mental health clinics, hospitals, and centers for senior citizens.

In the last fifty years, then, we have progressed from a U.S. Office of Education-dominated curricula for counselor education to standards set by the profession for the preparation of counseling and guidance personnel for all settings. Our progress during the last half century has been remarkable. We have achieved a great deal in a minimum of time. While there is much yet to be accomplished, we should not fail to appreciate the considerable progress we have made in the development of counselor education.

We are meeting here, today, in 1983, in the setting of the "World of Tomorrow," to determine what shall be our next steps in improving the quality of counselor education. The question is: How can we draw upon our past—our rich heritage and our already noteworthy progress—to design the most effective and useful counselor education programs for those who will provide counseling, guidance,



and personnel services during the remainder of this century and during the first two decades of the twenty-first century?

We have often heard the admonishment that those who forget the past are doomed to repeat it. We are challenged by the realization that we will succeed in improving the quality of counselor education only if we are wise enough to select from the past what is worth saving and building upon. Out of our accumulated wisdom we must make choices and commitments.

This conference has brought us to a critical point in our own professional development, as well as in the development of the counseling, guidance, and personnel profession. We are entering an age of information and communication. We are confronted with technological developments which are changing rapidly the way we learn, live, and communicate with each other—global developments that have profound implications for our future and the future of succeeding generations.

As professionals, we cannot ignore the computer age or, if you choose, the age of information and communication. We must confront it. We must call upon our accumulated wisdom to help us understand how we can use computers and other communication techniques to improve the quality of human development.

We must put aside our own biases and prejudices about counselor preparation. We do not have the luxury of time. The papers presented to us during this conference have called to our attention the rapidity of change in both local and worldwide environments.

While this conference is concerned with changes in counselor preparation during the next five years, we must recognize that those who receive basic preparation now will be counseling for the rest of this century and perhaps for two decades into the twenty-first century.

During this conference many ideas have been presented which must be considered as we revise counselor preparation. Among these are the following:

1. Rod McDavis has told us that in less than twenty years 30 per cent of the population of several of our states will be members of ethnic minority groups. In less than a hundred years whites will be a minority group in America. New technologies such as satellite communication, space travel, and computer science have brought countries and people closer together. We are moving rapidly toward a one-world society.

2. Because of the worldwide displacement and the mobility of people, hundreds of communities throughout the United States are already prototypes of one-world societies. This mixture of ethnic groups at the local community level will accelerate during the next few decades.

3. While the counseling and guidance profession is not retreating from a commitment to prepare counselors and other guidance and personnel specialists for educational settings, we must recognize that graduates of counselor education programs are being employed in many nontraditional settings: hospitals, health centers, mental health clinics, homes for senior citizens, business and industry. Less than ten per cent of our graduates are being employed by elementary and secondary schools.

4. Through preservice and inservice education counselors are becoming aware of many new techniques to assist individuals to understand themselves better and to enhance the quality of their lives. Both practicing counselors and preservice counselor education majors realize the critical need for expanding basic preparation in counselor education.

5. Counselor education must meet the challenge of the age of information and communication. Counseling professionals must learn how to utilize computers and other technological advancements to enhance human understanding, development, and living.

Let me suggest that we commit ourselves to a rigorous examination of counselor education during the next twelve months. The papers of this conference will be discussed at the ACES regional meetings in the Fall of 1983 and should be broadly disseminated. Selected topics from this conference and from the ACES regional meetings will be selected for presentation at the 1984 AACD convention. Out of discussions at the convention, specific recommendations should emerge which can be used to improve all aspects of counselor preparation, including both preservice and inservice education.

As members of this Flagship Conference, it is you who will determine, to a great extent, the success of this important undertaking. I have every confidence in your ability to meet this challenge.